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ABSTRACT

The 2 + 2 Tech Prep Early Childhood Professions I and II curriculum guides, developed through funding from the Carl D. Perkins Education Act, are designed for students entering the first and second years of the program. They are the first and second in a series of courses that systematically expand students' knowledge, skills application, and field experiences, and are based on the following principles: a mastering of employer-identified competencies; a structured and coordinated curriculum beginning in grade 11 and developed through the postsecondary level; a high school plan that emphasizes communications, math, and science skills; one entry point, multiple exit points to the workforce; and elimination of course duplication. Both guides include descriptions of field experience models and early childhood professions, as well as units on the following competencies: professionalism; child growth, development, and learning; guidance and group management; curriculum development, content, and implementation; family and community relations; safety, health, nutrition; and program management. Appended are floor plans, student competency profiles, and student and parent evaluations of Early Child Professions. (LB)

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2 + 2 Tech Prep
Early Childhood Professions I
Curriculum Guide

A Four Year Articulated Program
For Secondary and Postsecondary Students

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2 + 2 Tech Prep
Early Childhood Professions I
Curriculum Guide

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(2) operation of school bus routes or runs on a nonsegregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color or national origin;

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FOREWORD

Today in America more than 65% of mothers with preschool children, toddlers, and infants are in the workforce. By the year 2000 this percentage is projected to increase to 80% (Bureau of Labor Statistics, 1984). Although the numbers of women working outside the home is increasing, the availability and quality of child care falls way short of the demand (League of Women Voters of the Texas Education Fund, 1990). Recent research (AT&T, 1988) indicates that 75% of women and 57% of men surveyed found it difficult to find child care. Additionally, child care resource and referral agencies report long waiting lists for many child care programs.

Increasing the number of child care facilities is not a solution in itself. Child care programs need to be of high quality and high quality programs demand well trained professionals to work with children in child care and education settings. The early years are a critically important time of learning, and the quality of care a child receives before age 5 greatly influences learning. The training a teacher receives is a major determinant of how well children fare in child care programs. A nationwide study on children in child care concluded that one of the most important ingredients of quality child care was the on-going training of the teacher/caregiver. In programs where the teacher/caregiver had early childhood training, the children behaved more positively, were more cooperative, and were more involved in the program. The children in these programs also made greater gains on standardized tests of learning (AT&T, 1988). The purpose of the 2 + 2 Tech Prep Early Childhood Professions program is to educate and train competent caregivers who will provide quality care and education for young children.

The Early childhood Professions I curriculum guide is designed for students entering the first year of the 2 + 2 Tech Prep program. It is the first in a series of courses which systematically expand students' knowledge, skills application, and field experiences. This model project curriculum was developed over an 11 month period under the Carl Perkins Education Act. In compliance with the recommendations of 2 + 2 Tech Prep Vocational Education, the Early Childhood Professions I course is based on the following principles:

- A mastering of competencies employers have identified.
- A structured and coordinated curriculum that begins in the 11th grade and is developed through the postsecondary level.
- A high school degree plan that emphasizes a mastery of communications, math, and science skills.
- One entry point, multiple exit points to the workforce.

- Elimination of course duplication and a head start on postsecondary training.

The 2 + 2 Early Childhood Professions curriculum targets the student who is interested in any number of careers in child development: child care/education teacher or director, pediatric nurse, nanny, and child psychologist are a few. In addition, the program targets those students identified as "The Neglected Majority", (Parnell, 1989). Parnell defines the neglected majority as those students on the general track high school degree program. General track students constitute 50% of the high school population who emerge from high school with no marketable skills because of the unfocused nature of the degree plan. 2 + 2 Tech Prep programs bring structure, substance, and marketable skills to the ordinary student.

Competencies in the Early Childhood Professions curriculum were generated from several sources (see references). The competencies were ranked by survey participants who represented directors of child care centers, and teachers of child development in Texas high schools and colleges. The 208 respondents ranked the competencies as necessary for the position of child care assistant, preschool teacher, and administrator. Data analysis included the ranking of each competency, demographic information, and open ended comments. The ranked competencies were reviewed by the 2 + 2 Child Development Steering Committee, and placed on the appropriate levels for grades 11, 12, and postsecondary.

The purpose of this curriculum guide is to:

- Assist secondary 2 + 2 Early Childhood Professions instructors in the selection and use of instructional content, references, and materials for an effective instructional program.

- Improve the marketable skills of students through the use of occupational competencies stated in objective terms.

- Provide interested individuals, educational groups, and occupational groups with information on the scope, sequence, and educational concepts needed for gainful employment in the field of Early Childhood Professions.

- To provide a basis upon which the instructor can progressively build a functional course of study in accordance with the performance standards recommended by child care/education professionals and as established by the Child Development Associate (CDA) Credentialing Program, and the National Association For The Education of Young Children (NAEYC).

Assistance in implementing the curriculum is available by contacting the 2 + 2 Early Childhood Project Office (1-800-792-3348 ext. 1690) or the Central Texas College Child Development Department (817-526-1900), the Texas Education Agency's Department of Vocational Home Economics Education (512-463-9454) or the Texas Higher Education Coordinating Board, Division of Community Colleges (512-483-6250).

TABLE OF CONTENTS

Acknowledgments	i
Compliance Statement	iii
Foreword	v
Table of Contents	ix
Philosophy and Conceptual Framework	1
Field Experience Models	5
Early Childhood Professions	
Occupational Objectives	7
Definition of Terms	9
Proposed High School Degree Plan	13
2 + 2 Sequence of Competencies	15
Early Child Professions I Course Description	23
Time Allocation for Early Child Professions I	24
Competencies and Learning Activities By Unit	
Unit 1 - Professionalism	25
Unit 2 - Child Growth, Development, and Learning	35
Unit 3 - Guidance and Group Management	47

Unit 4 - Curriculum Development, Content, and Implementation 57

Unit 5 - Family and Community Relation 69

Unit 6 - Safety, Health, Nutrition 77

Unit 7 - Program Management 85

Appendix 89

Floor Plans 90

Early Childhood Teacher Self-Evaluation 95

Literature Review Form 97

Student Competency Profile 99

Student Evaluation of Early Child Professions I 115

Parent Evaluation of Early Child Professions I 117

References 119

PROGRAM ORGANIZATION, CONTENT

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PHILOSOPHY

The 2 + 2 competency-based Early Childhood Curriculum was developed to reflect the views of the major national organizations for the education of young children. These organizations promote the belief that all children are entitled to quality care and education. To this end, the students who participate in the 2 + 2 Early Childhood Curriculum will be competent to provide young children with a developmentally appropriate curriculum and environment that integrates all areas of young children's development; social, emotional, cognitive and physical.

The Early Childhood professional must not only be a warm, nurturing and positive person who likes children, but also be knowledgeable of the principles and theories that form the foundation of the education and guidance practices advocated for young children. The 2 + 2 Early Childhood Curriculum provides students with a balance of cognitive challenges in conjunction with application of knowledge in a setting with young children.

Upon completion of two, three, or four years in the 2 + 2 continuum, the student will be a professional with a knowledge and experience base that will enable her/him to enter the child care/education industry well qualified to work with young children as a Teaching Assistant, Assistant Teacher, or Associate Teacher. The advantages to this training are four-fold:

- Children have better care and education.
- Working parents in the community are more productive in the workplace knowing that their children are receiving quality care and education.
- The 2 + 2 students are on a career ladder path that can take them in many directions with regard to working with young children.
- A better trained workforce in the child care and education field will enable the profession to gain recognition and status, and subsequently, improve the salaries of this underpaid group of dedicated professionals.

CONCEPTUAL FRAMEWORK

The 2 + 2 Early Childhood Curriculum is competency based and is organized around the seven areas nationally recognized as basic to appropriate care and education for young children. The competencies were developed with the assistance of the child care/education industry in Texas by means of a survey. Also imbedded in the curriculum are the essential elements for the Child Care and Guidance, Management and Services Course as prescribed by the Texas State Board of Education. The seven core areas of knowledge are professionalism; child growth, development and learning; guidance and group management; curriculum development, content and implementation; family and community relations; safety, health and nutrition; and program management. They are included at each level of the 2 + 2 curriculum, systematically expanding the student's knowledge and skills.

The first year student will be introduced to a basic understanding of the components of quality care and education for young children. They will gain knowledge through classroom instruction, and through guided observation of young children. Upon successful completion of 2 + 2 Early Childhood Professions I, the student will earn six hours of college credit (in escrow) for Introduction to Early Childhood Education. In the second year, the students will continue to expand their knowledge base in the classroom while beginning to apply their skills working directly with young children. Upon completion of 2 + 2 Early Childhood Professions II, the student will earn six hours of college credit in Curriculum Resources or its equivalent. The 12 hours of earned college credit will be validated upon completion of 12 hours of course work in an articulated 2 + 2 Early Childhood Education program at a Texas Community College. At the junior college level, students will critically examine theories and practices for specific age groups, and demonstrate the ability to plan for and implement appropriate learning environments, teaching strategies, and guidance practices with young children.

Student Field Experience

Grade 11 — Early Childhood Professions I (ECPI) students will have five or six field placements throughout the school year. This will provide them with a broad

knowledge and experience base in early childhood care and education.

Grade 12 — Early Childhood Professions II (ECPII) students will have two field placements during the school year, one each semester. This will provide them with in-depth of knowledge and experience in specific areas of early childhood care and education.

Grades 13 and 14 — Junior college students will have required observation/teaching assignments in the laboratory school on campus. They will also have additional experiences in community programs for young children.

Selection of a Training Site for Field Experience:

Placements for students should be carefully selected and based on pre-determined criteria to include:

a. developmentally appropriate curriculum
b. children served
c. type of program
d. pleasant atmosphere for children and staff
e. training of the staff
f. licensed
g. health and safety factors
h. location

Suggested Training Sites:

1. On-site (high school/college) Child Care Center
2. Pre-Kindergarten, Kindergarten Classrooms
3. Pre-School Special Education Classrooms
4. Speech Therapy Classroom
5. Head Start, REACH Programs
6. Licensed Private Child Care Centers
7. Hospital Pediatric (Child Life) Program
8. Department of Human Services Social Worker

9. After School Care (Latch Key)

10. Rehabilitation Center for Children

11. Elementary Counselor

12. Licensed Infant Care Center

The teacher responsible for 2 + 2 ECP should clarify the role of the student to the site supervisor. During the first year of 2 + 2 ECP training, the role of the student is primarily observational to provide opportunities to develop case studies on individual children, and to observe the application of strategies and practices learned about in class. The student will be expected to participate in and teach specific assigned activities and lessons.

The second year 2 + 2 ECP student, under the close supervision of the Lead Teacher, will be applying knowledge and therefore will be much more involved in supervising and teaching children.

The teacher and site supervisor should clearly delineate the level of student participation with children as well as other duties and responsibilities. The teacher and site supervisor should cooperatively develop a training plan that identifies the competencies the student-trainee is to acquire while on the job. This agreement should be signed by the student, ECP teacher and site supervisor.

The ECP teacher should clarify the responsibilities of the site supervisor. These should include:

- Provide the student with experiences to develop skills for their career goals.
- Build positive student-supervisor relationships through the student's job training.
- Reinforce the student's development of a mature attitude toward working with young children.
- Evaluate the student's competencies and progress cooperatively with the teacher and student.

The Student Competency Profile (see appendix) should be printed as a three part carbonless form to be used by the Early Childhood Professions teacher and the site supervisor, with the third copy given to the student.

Before placement, every student must have a TB test.

FIELD EXPERIENCE MODELS

2 + 2 Early Childhood Professions I and II

1. In 11th grade, 2 + 2 students will be enrolled in a two hour applied observation laboratory class. Students will spend six hours a week in the classroom and four hours a week in a supervised field experience to include pre-kindergarten and kindergarten classes in elementary schools, licensed child care centers and, if possible, a community college child development center. The students will rotate their assignment every six weeks in order to have a wide range of experiences in different settings with different populations of young children.

   In 12th grade, 2 + 2 students will be enrolled in a two hour laboratory class. Students will spend four hours a week in the classroom and six hours a week in a supervised field experience. The student will be assigned to a requested site each semester. This assignment will be based on student interest in a particular age level or career interest (elementary education, child care, child life, etc.).

2. In 11th grade, 2 + 2 students will be enrolled in a two hour applied observation laboratory class. Students will spend six hours a week in the classroom and four hours a week in a supervised field experience to include an on-site public school district child care center, pre-kindergarten and kindergarten classes in elementary schools, licensed child care centers and, if possible, a community college child development center. The students will rotate their assignment every six weeks in order to have a wide range of experiences in different settings with different populations of young children.

   In 12th grade, 2 + 2 students will be enrolled in a two hour laboratory class. Students will spend four hours a week in the classroom and six hours a week in a supervised field experience. The student will be assigned to a requested site for each semester. This assignment will be based on student interest in a particular age level or career interest (elementary education, child care, child life, etc.).

Occupational Objectives

Teaching Assistant: **Assist in the implementation of program activities under the direct supervision of teachers or assistant teachers.** The model 2+2 Teach Prep articulated curriculum for **Teaching Assistant** is designed to produce an individual who, upon completing competencies in Early Childhood Professions I and II with a satisfactory or higher evaluation, will have skills necessary to perform the duties of a teaching assistant. Students who have successfully completed Early Childhood Professions I and II are ready to begin work on the Child Development Associate (CDA) credential.

Assistant Teacher: **Implements program activities as part of a teaching team and shares responsibility for the care and education of a group of children. Assists in the planning and implementation of the curriculum, works with parents, and assesses the needs of individual children.** The model 2+2 Tech Prep curriculum for **Assistant Teacher** is designed to produce an individual who, upon completing competencies in grades 11, 12, and 13 in The Child Development Associate Program, with a satisfactory or higher evaluation, will have the skills and experience necessary to obtain the Child Development Associate (CDA) credential, and perform effectively as an assistant teacher. The curriculum includes preparation necessary to complete CDA requirements by the completion of the freshman year in college.

Associate Teacher: **Responsible for the care and education of a group of children. Plans and implements the curriculum, supervises other members of the teaching staff assigned to the group, works with parents, and assesses the needs of individual children for incorporation into curriculum planning.** The model 2+2 Tech Prep curriculum for **Associate Teacher** is designed to produce an individual who, upon completing competencies in grades 11,12, 13 and 14 with a satisfactory or higher evaluation, will earn an Associate of Applied Science (AAS) degree in Child Development and have the skills necessary to perform effectively as a teacher.

Teacher: **Has demonstrated experience in early childhood knowledge and practice. Responsible for the care and education of a group of children, and supervises and mentors other teaching staff.** Educational qualifications for **Teacher** include a minimum of three years experience as a teacher of young children, and a bachelor's degree. The Associate of Arts Degree option in the 2+2 Tech Prep model prepares the student to continue at a four year institution in a Child Development or Early Childhood program working toward a bachelor's degree in this field.

Director: **Responsible for overall administrative duties of an early childhood care and education program which includes: serving as a liaison among the board of directors, staff, and parents, and as a professional advisor to the board; policy making; program planning; financial management; record keeping; staff supervision and development; parent involvement; community relations and publicity; and program evaluation.** The model 2+2 Tech Prep curriculum includes a special option for the student who is interested in taking course work in child care management as part of his/her postsecondary education. Upon completion of the Child Development AAS degree program with an Administrator's Certificate, the student would be qualified to manage a small day care home. It is highly recommended that a person interested in child care management be counseled to pursue additional training, experience, and education towards a baccalaureate or master's degree, before considering a position in program management.

The Occupational Objectives were adapted from the National Association for the Education of Young Children (NAEYC) "Suggested Educational Roles in a Differentiated Staff Structure" (Willer, 1990).

DEFINITION OF TERMS

Age Appropriate Practice: The planning and implementing of activities and teacher behaviors in the young child's learning environment that are based on the knowledge of universal and predictable sequences of growth and change in children ages 0-9, and that program activities and behaviors will be different in each age span served.

Articulation: Is a planned process linking technical/vocational programs and services to assist students in making a smooth transition from secondary to postsecondary institutions without experiencing delays or duplication of learning.

Competency-Based Education: An instructional program designed to prepare students for specific jobs or careers and includes specifics terminal objectives. Competency-based programs are characterized by:

1. Involvement of business and industry in the determination of the job competencies and the expected performance levels required for successful employment within a defined job or cluster of jobs.

2. Course sequence which allows the mastery of competencies leading to the satisfactory performance of all identified job competencies.

Competency: A grouping of tasks, knowledge, and attitudes needed for the performance of a job or function. The performance of a job or function may require the use of one or more competencies.

Course: Organized subject matter in which instruction is offered within a given period of time, and for which credit toward graduation or certification is upon mastery of learning objectives.

Curriculum: (1) A systematic group of courses or sequences of subjects required for graduation or certification in a major field or study, for example, social studies curriculum, physical education curriculum; (2) a general overall plan of the content or specific materials of instruction that the school offers the student by way of qualifying him for graduation or certification or for entrance into a professional or a vocational field.

Developmentally Appropriate Practice: The planning and implementing of teaching strategies and activities in a young child's environment that are both age appropriate and individually appropriate; that is, the program is designed for the age group served and implemented with attention to the needs and differences of the individual children enrolled.

Early Childhood: Birth through age eight.

Early Childhood Care and Education: This term is used throughout the document to reflect the philosophy that developmentally appropriate environments for young children go beyond "Day Care", "Child Care", or "Early Childhood Education." That is, care and education are linked. Therefore, early childhood professionals must provide a safe, healthy, and nurturing environment that also promotes cognitive, emotional, physical, and social development in infants, toddlers, and preschoolers.

Enabling Objective: A distinct and identifiable activity that is measurable and constitutes logical and necessary steps in the performance of work. It is composed of one or more process-type actions and aids students' progress towards achievement of a terminal objective.

Essential Element: As used in this report an essential element is interpreted to mean; (1) fundamental skills/knowledge which are central (core) to the objectives of the instruction or curriculum being pursued; (2) a course of study; or (3) a unit of instruction if the course is of more than one semester in length.

Exit Points: Specified points in the sequence of courses for a technical or occupational program at which a student may exit the program, receive a certificate, and possess the competencies required for employment in an identified occupation.

Field Experience: Learning activities and skills application which occur away from the classroom and in a child care and/or educational setting, to include business and industries in the community.

Functional Area or Job: The major divisions of an occupation. Examples of the jobs or functions of a teacher are instruction, student guidance, professional development, etc. A job or function may be composed of one or more competencies necessary to complete a job or function.

Individually Appropriate: The planning and implementing of teaching strategies and activities which are based on the knowledge that children in a specific age group have differing needs based on individual children's growth patterns, strengths, interests, and experiences.

Knowledge Test: A test used to assess mastery of knowledge (cognitive) tasks including both written and oral testing.

Learning Activity: The required and/or optional learning steps that a student takes to complete an enabling objective

Mastery: A level of performance or achievement that meets a specified occupational standard.

Occupation: A specific occupation in an occupational division. A vocational instructor (teacher) is a specific occupation in the occupational division of education.

Occupational Field: A categorical clustering of occupations such as professional occupations, agricultural occupations, etc.

Performance Objective: A statement which describes what the learner must do to demonstrate mastery of a task. A performance statement contains a condition behavior, and a standard.

Performance Test: A test used to assess a student's mastery of a psychomotor skill.

Steering Committee: A group of representatives of industry and education who can provide useful information about an occupational area or function, matters related to the requirements of the occupation, or the local job market.

Terminal Performance Objective: An intended outcome of instruction that is stated in general terms and is further defined by a set of specific enabling objectives.

Vocational Home Economics: Instructional programs that prepare individuals for paid employment in recognized occupations involving knowledge and skills based on one or more subject area(s) of home economics.

"2+2" Programs: Articulated, competency-based technical and vocational programs which link the last two years of secondary education with the first two years of postsecondary education to create a strong four-year curriculum which produces graduates with advanced skills. This type of articulation streamlines occupational program fundamentals in order to make room in the two-year postsecondary curriculum to teach more advanced technical skills that students would normally receive in a traditional or time-shortened program.

2 + 2 Child Care Occupations
Proposed High School Course Selections
GENERAL TRACK EXITING TO CENTRAL TEXAS COLLEGE

Grade 9	Grade 10	Grade 11	Grade 12
English I or Correlated Language Arts	English II or Correlated Language Arts	English III or Correlated Language Arts	English IV or Correlated Language Arts
Algebra I or Pre-Algebra	Algebra II or Geometry or Algebra I	Geometry or MOCE or Algebra II	Geometry or Elective
Physical Science or Introduction to Biology	Biology or Physical Science or Astronomy or Meteorology or MSCI	+Elective	+Elective
World Geography or World History	+Elective	U.S. History	U.S. Government/Economics
PE/Health	+Elective	Early Childhood Professions I	Early Childhood Professions II
Comprehensive H.E.	Food, Science, Nutrition/ Parenting and Child Development		

+ A computer literacy course is recommended as part of students' course work.

2 + 2 Child Care Occupations
Proposed High School Course Selections
ADVANCED TRACK EXITING TO CENTRAL TEXAS COLLEGE OR FOUR YEAR UNIVERSITY

Grade 9	Grade 10	Grade 11	Grade 12
Honors* (H) English I	(H) English II	(H) English III	(H) English IV
(H) Algebra I	(H) Algebra II	Geometry	+Elective
Physical Science or +Other Science Elective	(H) Biology I or Physical Science or +Other Science Elective or +Other subject Elective	Chemistry or +Other Science Elective	(H) Chemistry II or (H) Physics or +Other Elective
(H) World History or World Geography	+Elective	(H) U.S. History	(H) U.S. Government/Economics
PE/Health	Food, Science/Nutrition/ Parenting and Child Development	Early Childhood Professions I	Early Childhood Professions II
Foreign Language	Foreign Language		

* (H) designates that the course can be taken at the advanced level with honors, if the student is enrolled in the Honors Program.

+ Two of these electives would come from fine arts and computer science, required in this graduation program.

EARLY CHILDHOOD PROFESSIONS

Sequence of Competencies By Learning Unit

Learning units covered at each level of the 2+2 Early Childhood Professions Program include:

1 Professionalism

2 Child Growth, Development, and Learning

3 Guidance and Group Management

4 Curriculum Development, Content, and Implementation

5 Family and Community Relations

6 Safety, Health, and Nutrition

7 Program Management

Unit 1

PROFESSIONALISM

Early Childhood Professions I:	Early Childhood Professions II:	Postsecondary:
1.1 Demonstrate an understanding of the characteristics of an early childhood education professional.	**1.1** Practice the characteristics of an early childhood education professional.	**1.1** Model the professional characteristics of an early childhood educator.
1.2 Demonstrate an understanding of employment opportunities and requirements in early childhood care and education.	**1.2** Demonstrate the skills needed to locate and obtain employment.	**1.2** Demonstrate the professional skills needed for entry into the early childhood care profession as an associate teacher.
1.3 Explain the types and models of child care/education programs.	**1.3** Demonstrate a knowledge of early childhood professional organizations.	**1.3** Recognize the need for participation in professional organizations for young children.
1.4 Demonstrate an understanding of the history of early childhood care and education.	**1.4** Identify current issues and legislation relating to early childhood care and education.	**1.4** Recognize current leaders and forces shaping early childhood care and education.

Unit 2

HUMAN GROWTH, DEVELOPMENT, AND LEARNING

Early Childhood Professions I:	Early Childhood Professions II:	Postsecondary:
2.1 Summarize the major stages of development in children through age 8.	**2.1** Describe major child development theories.	**2.1** Analyze the major child development theories.
2.2 Point out common influences in the growth and development of the whole child.	**2.2** Practice behaviors that promote healthy development in children.	**2.2** Demonstrate teacher behaviors that promote healthy development in children.
2.3 Identify age appropriate learning environments for children.	**2.3** Plan age appropriate learning environments for children.	**2.3** Implement age appropriate learning environments for children.
2.4 Identify major handicapping conditions in special needs children.	**2.4** Explain interventions to use when working with special needs children.	**2.4** Utilize interventions while working with special needs children.

Unit 3

GUIDANCE AND GROUP MANAGEMENT

Early Childhood Professions I:	Early Childhood Professions II:	Postsecondary:
3.1 Explain components of effective communication between caregiver and children.	**3.1** Practice components of effective communication with children.	**3.1** Demonstrate effective communication skills when working with children.
3.2 Demonstrate an understanding of guidance approaches to use when working with children.	**3.2a** Identify major guidance approaches in early childhood education.	**3.2a** Develop and implement a guidance plan for a specified age group.
	3.2b Practice guidance approaches when working with children.	**3.2b** Perform skillfully appropriate guidance techniques when working with children.
3.3 Explain teacher behaviors which facilitate learning activities.	**3.3** Practice teacher behaviors which facilitate learning activities.	**3.3** Demonstrate teacher behaviors which facilitate learning activities.
3.4 Identify characteristics of children who have problems resolving their difficulties and developing self control.	**3.4** Practice guidance approaches when working with children who have persistent social and/or emotional problems.	**3.4** Develop and implement an age-appropriate guidance plan for a child who has persistent social and/or emotional problems.

Unit 4

CURRICULUM DEVELOPMENT, CONTENT, AND IMPLEMENTATION

Early Childhood Professions I:	Early Childhood Professions II:	Postsecondary:
4.1 Explain the principles of a developmentally appropriate curriculum.	**4.1** Evaluate the use of a developmentally appropriate curriculum with young children.	**4.1** Implement a developmentally appropriate curriculum for a selected age group.
4.2 Identify the principles of planning for young children.	**4.2** Plan and teach a developmentally appropriate unit study for for young children.	**4.2** Plan and teach a developmentally appropriate curriculum for young children.
4.3 Explain the purpose of each of the major content areas in an early childhood setting.	**4.3** Plan implementation of major content areas in an early childhood setting.	**4.3** Design interest centers for a specific age group in all the major content areas.
4.4 Discuss ways to adapt the curriculum for special needs children.	**4.4** Plan ways to adapt the curriculum for special needs children.	**4.4** Plan and implement an individualized program for a special needs child.

Unit 5

FAMILY AND COMMUNITY RELATIONS

Early Childhood Professions I:	Early Childhood Professions II:	Postsecondary:
5.1 Demonstrate an understanding of the diversity in family units and roles.	**5.1** Evaluate an early childhood education program for multi-cultural and non-sexist themes.	**5.1** Plan and implement program activities which incorporate multi-cultural, non-sexist themes and materials.
5.2 Explain the relationship between parents and child care providers.	**5.2** Plan communication strategies to strengthen parent/child care provider relationships.	**5.2** Implement communication strategies which strengthen parent/child care provider relationships.
5.3 Identify community resources available to children and their families.	**5.3** Demonstrate an understanding of the role of the Department of Human Services in child care settings.	**5.3** Inform parents of services available to families.
5.4 Explain the concept of child advocacy.	**5.4** Plan advocacy activities to strengthen developmentally appropriate child care programs in the community.	**5.4** Implement advocacy activities which strengthen developmentally appropriate child care programs in the community.

Unit 6

SAFETY, HEALTH, AND NUTRITION

Early Childhood Professions I:	Early Childhood Professions II:	Postsecondary:
6.1 Demonstrate an understanding of safety rules and procedures in a child care setting.	**6.1** Apply safety rules and procedures in a child care setting.	**6.1** Perform by means of monitoring, teaching, supervising, and applying safety principles in a child care setting.
6.2 Identify health and nutrition principles and practices in a child care setting.	**6.2** Utilize health and nutrition practices in a child care setting.	**6.2** Perform by means of monitoring, teaching, supervising, and applying health/nutrition principles and regulations in a child care setting.

Unit 7

PROGRAM MANAGEMENT

Early Childhood Professions I:	Early Childhood Professions II:	Postsecondary:
7.1 Identify career ladder titles and duties of early childhood professionals.	**7.1** Identify the administrative duties of an entry level early childhood professional.	**7.1** Identify the administrative duties of an early childhood education director.
7.2 Describe child care center management procedures and policies.	**7.2** Assist with management procedures and policies.	**7.2** Apply management procedures and policies in a child care setting.
	7.3 Demonstrate an understanding of the Texas Department of Human Services Minimum Standards For Day Care Centers.	**7.3** Comply with the Texas Department of Human Services Minimum Standards For Day Care Centers.

Course Description

Course Title: Early Childhood Professions I

Credits: 2.00 (high school)

Prerequisite: None

Recommended Prerequisite Courses: Comprehensive Home Economics; Food, Science, and Nutrition; Parenting and Child Development.

Course Description: This is the first year of the 2+2 Early Childhood Professions Program. This one year course will provide an introduction to theories and practices in early childhood care and education, and opportunities to observe children in a variety of settings.

Students will spend six hours a week in the classroom and four hours a week in the field. Field experience will consist of six week rotations to include pre-kindergarten and kindergarten classes in elementary schools, licensed child care facilities, and child development centers at the high school or community college campus. Field experiences require students to travel independently to their assignments. Students who master Early Childhood Professions I competencies at a satisfactory or higher level will earn six college credit hours, applicable upon completion of a semester of work in a 2+2 Tech Prep Child Development Program at a Texas community college.

Course Objective: At the completion of this course, the student will demonstrate mastery at a beginning level of the competencies in the functional areas of professionalism; child growth, development, and learning; guidance and group management; curriculum development, content and implementation; family and community relations; safety, health, and nutrition; and program management.

Suggested Time Allocation
Early Childhood Professions I

First Semester

Unit		
	Orientation	1 week
I	Professionalism	3 weeks
II	Child Growth, Development and Learning	7 weeks
III	Guidance and Group Management	6 weeks
	Review and Exams	1 week
		18 weeks

Second Semester

IV	Curriculum Development, Content and Implementation	11 weeks
V	Family and Community Relations	3 weeks
VI	Safety and Health	2 weeks
VII	Program Management	1 week
	Review and Exams	1 week
		18 weeks

End of Semester **36 weeks**

UNIT 1

PROFESSIONALISM

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COURSE: Early Childhood Professions I

Unit 1: Professionalism

Competency 1.1:

Demonstrate an understanding of the characteristics of an early childhood education professional.

Terminal Performance Objective:

Given text, supplemental material, guest speakers, and field experiences, the learner will demonstrate an understanding of the characteristics of an early childhood education professional, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Learner Will:

1. Identify the personal qualities and abilities needed to be effective with children.
2. Describe interpersonal skills needed to be successful in an early childhood setting.

Application:

1. Develop a checklist of the personal qualities a successful early childhood professional needs to posses.
2. Using a developed checklist, observe an early childhood professional and record qualities observed.

Competency 1.1:

Demonstrate an understanding of the characteristics of an early childhood education professional.

Suggested Activities:

1. Role play caregiver behaviors from "Early Childhood Teacher Self-Evaluation Checklist" (Appendix). Evaluate simulations for positive and negative characteristics. pp. 9-12.

2. Invite successful early childhood caregivers and educators to class to discuss skills they developed which helped them become successful with children.

3. Tape interviews with persons involved in child care occupations in which they give suggestions for persons interested in the early childhood professions.

4. Using the "Early Childhood Teacher Self-Evaluation" checklist, self-evaluate personal skills and characteristics that will be helpful in working with children; record areas for growth and improvement.

References:

Bredekamp, Sue. Developmentally Appropriate Practice In Early Childhood Programs Serving Children from Birth Through Age 8,

Paciorek, Karen Menke, et al. Annual Editions: Early Childhood Education 91/92, "NAEYC Code of Ethical Conduct", pp. 7-11.

Seefeldt, Carol. Early Childhood Education, pp. 16-20.

U.S. Department of Labor, Employment and Training Association, Dictionary of Occupational Titles.

Brisbane, Holly. Developing Child: Understanding Children and Parenting pp. 480-488.

Exchange Press, "Early Childhood Teacher Self-Evaluation," pp. 20-21, Child Care Information Exchange, April 1989.

COURSE: Early Childhood Professions I

Unit 1: Professionalism

Competency 1.2:

Demonstrate an understanding of employment opportunities and requirements in early childhood care and education.

Terminal Performance Objective:

Given text, supplemental material, guest speakers, and field experiences, the learner will demonstrate an understanding of employment opportunities and requirements in early childhood care and education, achieving 80% mastery on the knowledge test.

Enabling Objectives

Cognitive:

The Learner will:

1. Describe the current need for early childhood care givers and educators.
2. List careers and related professions in early childhood care and education.
3. List academic preparation requirements for a variety of careers in the field of early childhood care and education.
4. Explain equal opportunity laws in hiring practices.
5. Explain appropriate dress and grooming needed when working with young children.
6. Describe the work habits of an effective employee.

Competency 1.2:

Demonstrate an understanding of employment opportunities and requirements in early childhood care and education.

Suggested Activities:	References:
1. Identify a newspaper or magazine article that describes the need for early childhood care and education.	National Association For The Education of Young Children, Salaries, Working Conditions, and The Teacher Shortage, video. (#811). Daily newspaper, Parents Magazine, Texas Child Care Quarterly, Young Children.
2. Invite a representative from the Equal Employment Opportunity Commission to speak on laws regarding hiring practices.	
3. View a filmstrip or video on appropriate dress and grooming when working with young children.	Occupational Outlook Handbook, video/filmstrip.
4. Create a poster or bulletin board illustrating appropriate dress and grooming when working with young children.	
5. Research and report on the preparation requirements for one of the early childhood professions.	Draper, Waunda, and Henry Draper, Caring For Children, pp 310-317.
6. Work in small groups to prepare a bulletin board display of specific careers in the child care/education field; include various levels of academic preparation in the display.	

Competency 1.2:

Demonstrate an understanding of employment opportunities and requirements in early childhood care and education.

Suggested Activities:	References:
7. View and discuss films on child care/education careers.	Glencoe Publishing Company, Careers Helping Children, Careers in Child Care.
8. Invite resource persons to discuss discuss careers in the child care field.	Director of Child Care Center Pediatrician Child Psychologist Camp Supervisor/Teacher Food Services Worker Physical Therapist Head Start Professional Pre-school Teacher Kindergarten Teacher

COURSE: Early Childhood Professions I

Unit 1: Professionalism

Competency 1.3:

Explain the types and models of early child care/education programs.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the learner will explain the types and models of early child care/education programs, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Learner will:

1. Describe the administrative units within early childhood care and education.
2. Identify the program variations within early childhood care and education.

Application:

1. Observe several early childhood programs; compare and contrast characteristics of different models.

Competency 1.3:

Explain the types and models of early child care/education programs.

Suggested Activities:	References:
1. Utilizing a checklist, observe five early childhood programs and note their characteristics and/or variations.	Seefeldt, Carol. Early Childhood Education, pp. 13-16.
2. Discuss the administrative and program variations observed at various early childhood sites.	Seefeldt, Carol. Early Childhood Education, pp. 13-16.

COURSE: Early Childhood Professions I

Unit 1: Professionalism

Competency 1.4:

Demonstrate an understanding of the history of early childhood care and education.

Terminal Performance Objective:

Given text, supplemental material, the learner will demonstrate an understanding of the history of early childhood care and education, achieving 80% mastery on the knowledge test.

Enabling Objectives

Cognitive:

The Learner will:

1. Identify the historical beginnings of early childhood education.
2. Identify principal early childhood educators and their contributions to early childhood education from Plato's time to modern days.
3. Describe the beginnings and growth of kindergartens in the U.S..
4. Detail the beginnings and growth of the nursery school in the U.S..
5. Explain how and why child care emerged in America.
6. Explain how child care differs from nursery and kindergarten programs.
7. Explain the Lanham Act and its contribution to child care.
8. Describe the status of early childhood education programs today.

Competency 1.4:

Demonstrate an understanding of the history of early childhood care and education.

Suggested Activities:	References:
1. Read and discuss the historical beginnings of early childhood education.	Seefeldt, Carol. Early Childhood Education, pp. 2-17.
2. On a timeline chart early childhood education practices and theories from Plato's time to the current day.	Seefeldt, Carol. Early Childhood Education, pp. 2-17. Whitebook, Marcy. "Who Cares? Child Care Teachers and The Quality of Care In America." Annual Editions: Early Childhood Education 91/92, pp. 200-207. Edelman, Marian. "Economic Issues Related to Child Care and Early Childhood Education", Annual Editions: Early Childhood Education 91/92, pp. 20-24. Zinsser, Caroline. "The Best Day Care There Ever Was", Annual Editions: Early Childhood Education 90/91, pp. 27-29.
3. Working in a group, give a presentation on one early childhood educator and his/her influence on current practice.	Seefeldt, Carol. Early Childhood Education, pp. 2-17.
4. Invite a guest speaker from a local NAEYC Chapter to discuss programs, issues, and the professional goals of early childhood education in the community/region.	Shell, Ellen Ruppel. "Now Which Kind of Pre-school?" Annual Editions: Early Childhood Education, 91/92, pp. 106-108.
5. Compare and contrast the role of the the federal government Child Care during World War II and today.	Seefeldt, Carol. Early Childhood Education, pp. 2-17.

UNIT 2

CHILD GROWTH, DEVELOPMENT, LEARNING

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COURSE: Early Childhood Professions I

Unit 2: Child Growth, Development, and Learning

Competency 2.1:

Summarize the major stages of development in children through age 8.

Terminal Performance Objective:

Given text, supplemental material, guest speakers, interview information, and field experiences, the learner will summarize the major stages of development in children through age 8, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Learner will:

1. Explain the prenatal development of a child.
2. Describe labor and birth.
3. Explain prematurity and low birth weight.
4. Explain the characteristics of a healthy newborn baby.
5. Point out individual differences and normal patterns of physical development in infants, toddlers, preschool, and elementary age children.
6. Explain the cognitive stages of development in children, ages 0-8.
7. Identify the patterns of emotional growth and development.
8. Discuss individual differences and normal patterns of social development in children ages 0-8.

Application:

1. Observe and record the physical, cognitive, emotional, and social development of a child over a six week period.
2. Compare and contrast the observed child's development with normative characteristics of a same age child.

Competency 2.1:

Summarize the major stages of development in children through age 8.

Suggested Activities:	References:
1. Tour a neo-natal unit in a hospital.	Time/Life. Audio visual.
2. Invite a child birth instructor to speak on labor and delivery.	Childbirth Graphics, LTD. "Special Delivery". Video tape.
3. Invite an obstetrician to discuss pre-natal growth and development, prematurity, low birth weight, and characteristics of a healthy newborn.	Texas Department of Health. "Inside My Mom". Audio visual #3012
4. Discuss the physical, social, emotional, and cognitive growth and development of infants, toddlers, preschoolers, and primary school age children.	Friedman, Jenny. "First Year Milestones". Annual Editions: Early Childhood Education, 91/92, pp. 50-54. Mason, Ruth. "First Friends", Annual Editions: Early Childhood Education 91/92, pp. 55-57. Seefeldt, Carol. Early Childhood Education, pp. 28-63.
5. Compare the height and weight of three same age children.	
6. Develop a checklist of cognitive, emotional, and social developmental characteristics for a specified age group.	Bredekamp, Sue. Developmentally Appropriate Practices in Early Children Programs Serving Children From Birth Through Age 8, pp. 17-31. Age 8, pp. 17-31.

Competency 2.1:

Summarize the major stages of development in children through age 8.

Suggested Activities:

7. Use the checklist to observe and compare three same age children.

8. Begin a case study of one child, noting impressions of growth and development.

References:

Seefeldt, Carol. Early Childhood Education, pp. 64.

COURSE: Early Childhood Professions I

Unit 2: Child Growth, Development, and Learning

Competency 2.2:

Point out common influences in the growth and development of the whole child.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the learner will point out common influences in the growth and development of the whole child, achieving 80% mastery on the knowledge test, and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Learner will:

1. Explain caregiver/teacher behaviors which promote healthy physical, social, emotional, and cognitive development of children ages 0-8.
2. Explain how family relationships and parental practices affect the physical, emotional, social, and cognitive development of children ages 0-8.
3. List environmental and economic factors that influence the physical, emotional, social, and cognitive growth of children ages 0-8.
4. Identify how various forms of play influence the growth and development of the whole child.

Competency 2.2:

Point out common influences in the growth and development of the whole child.

Application:

1. Observe and record a child's reactions to verbal and non-verbal caregiver behaviors:
    a. At mealtime
    b. When toileting/diaper changing
    c. When dressing
    d. When disciplining
2. Interview a parent and record information on family, structure, religion, ethnicity, and mobility.
3. List positive and negative environmental factors that affect the growth and development of children in the local community.

Suggested Activities:

1. Design and create a bulletin board display of teacher behaviors which positively influence child growth and development.

2. Invite the parents of a newborn to share their experiences as new parents.

3. Invite a teen parent to share his/her experiences as a parent.

4. Interview parents on their cultural, ethnic, and racial heritage; compare and contrast interview data in class.

5. Collect articles on environmental hazards which negatively affect children's growth and development, and prepare a scrapbook which distinguishes different hazards.

References:

Kostelnik, Marjorie, et. al. "Children's Self Esteem: The Verbal Environment", Annual Editions: Early Childhood Education, 91/92 pp.131-135.

Draper, Waunda and Henry Draper. newborn Caring for Children, pp. 31-35.

Childbirth Graphics, LTD. Diapers and Delirium. Video tape.

Competency 2.2:

Point out common influences in the growth and development of the whole child.

Suggested Activities:

6. Research content and issues on children's TV programming. Debate the pros and cons of current children's TV programming in class.

7. View two hours of children's Saturday morning TV programs; record content of commercials (ie. sugarladen vs. nutritious) and programming (violent vs. pro-social).

References:

Bandura, Albert. Aggression: A Social Learning Analysis.

Harris, A. Christine. Child Development pp. 427-432.

David, Judy. "TV: When To Turn It On And Off", Annual Editions: Early Childhood Education, 90/91, pp. 151-152.

COURSE: Early Childhood Professions I

Unit 2: Child Growth, Development, and Learning

Competency 2.3:

Identify age appropriate learning environments for children.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the learner will identify age appropriate learning environments for children, achieving 80% mastery on the knowledge test, and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Learner will:

1. Define interest centers.
2. Explain why interest centers are appropriate learning environments for children.
3. Define learning stations.
4. Explain the purpose of a learning station.
5. Analyze the components of a stimulating environment.
6. Describe the role of play as a basis for learning in infant, toddler, preschool, and elementary age children.
7. Explain the teacher's role in play environments.
8. Point out the characteristics of appropriate outdoor play environments for various age groups.

Application:

1. Observe and evaluate an interest center.
2. Observe and analyze the purpose of story time.
3. Observe and evaluate an outdoor play activity.

Competency 2.3:

Identify age appropriate learning environments for children.

Suggested Activities:	References:
1. Using a teacher made checklist, identify the variety of interest centers in a child care center/classroom.	Seefeldt, Carol. Early Childhood Education, pp. 96-131.
2. Draw a diagram of a local child care center/classroom floor plan, noting the interest centers.	
3. Bring props to class for a dramatic play center based upon a theme.	Herr, Judy, and Libby, Yvonne. Creative Resources For the Early Childhood Classroom.
4. Interview parents of an infant, a toddler, and a kindergartener on each child's favorite toy, ask parents why they think the toy is the child's favorite, and bring each toy to class and report information.	Shapiro, Laura. "Guns and Dolls", Annual Editions: Early Childhood Education, 91.92, pp. 58-62.
5. Compare children's current toy preferences with student's personal toy preferences when a child.	
6. Role play teacher behaviors that establish a stimulating environment and foster play.	Seefeldt, Carol. Early Childhood Education, pp. 247-272. Scholastic Inc. Floortime. Video tape.
7. Tour a variety of play environments for a range of age groups; record positive and negative characteristics.	Bowers, Candice. "Organizing Space for Children". Texas Child Care Quarterly, Spring 1990, pp. 3-10.

Competency 2.3:

Identify age appropriate learning environments for children.

Suggested Activities:

7. (Continued)

References:

Frost, Joe. Play and Playscapes.

Frost, Joe. "Playgrounds For Infants, Toddlers, and Preschoolers" Parenting Education For School Age Parents, pp. 53-69.

COURSE: Early Childhood Professions I

Unit 2: Child Growth, Development, and Learning

Competency 2.4:

Identify major handicapping conditions in special needs children.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the learner will identify major handicapping conditions in special needs children, achieving 80% mastery on the knowledge test.

Enabling Objectives

Cognitive:

The Learner will:

1. Define "special needs".
2. Distinguish between a congenital and acquired handicap.
3. Distinguish between the abilities and limitations of specific handicapping conditions; hearing, vision, speech, health and physical problems, learning disabled, mentally disabled, emotionally disabled.

Competency 2.4:

Identify major handicapping conditions in special needs children.

Suggested Activities:	References:
1. Develop a chart of congenital handicapping conditions. Identify the cause of each condition acquired or congenital.	Public Law 99-457. Draper, Waunda and Henry Draper. Caring For Children, pp. 245-252. Seefeldt, Carol. Early Childhood Education, pp. 74-86.
2. Write a factual summary of one handicapping condition.	
3. View and discuss the filmstrip/video series on the handicapped child.	Lawren Productions, Inc.. Special Delivery.
4. View and discuss video on adults and children with handicapping conditions.	March of Dimes. The Same Inside.
5. Visit a care facility for children with handicapping conditions. Record observations.	
6. Invite principals and teachers from schools that serve handicapped children; ask them to speak about their programs.	Directory of special schools in county/state.

UNIT 3

GUIDANCE

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COURSE: Early Childhood Professions I

Unit 3: Guidance and Group Management

Competency 3.1:

Explain components of effective communication between caregiver and children.

Terminal Performance Objective:

Given text, supplemental material, guest speakers, interview information, and field experiences, the learner will explain components of effective communication between caregiver and children, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Learner will:

1. Explain the need to respond quickly and directly to children.
2. Describe ways to provide varied opportunities for children to communicate.
3. Explain the need for active listening skills.
4. Describe ways to help children resolve conflicts.

Application:

1. Directly express enjoyment of children to them.
2. Engage in one-to-one, eye level interactions with children.
3. Plan ways to assist children in their adjustment to child care.
4. Model appropriate language when interacting with children.

Competency 3.1:

Explain components of effective communication between caregiver and children.

Suggested Activities:	References:
1. Read and discuss text material on how to effectively communicate with children.	Bredekamp, Sue. Developmentally Appropriate Practice In Early Childhood Programs Serving Children From Birth Through Age 8, pp. 9-11.
2. Using a student written personal characteristics checklist, complete a self evaluation of communication skills.	Student written checklist.
3. Read and discuss text material on how to provide children a variety of ways to communicate.	Seefeldt, Carol. Early Childhood Education, pp. 483-491.
4. List the characteristics of "active listening".	Goffin, Stacie. "How Well Do We Respect The Children In Our Care?" Annual Editions: Early Childhood Education, 91/92, pp. 120-126. Palez, V.G.. "On Listening To What Children Say". Harvard Education Review, 56(2), pp. 122-131.
5. Spend a half hour with a young child and record the visit on an audio cassette; self-evaluate active listening skills utilized.	
6. For an hour, observe a caregiver's interactions with one to two children. Record and evaluate active listening skills employed.	Kostelnik, Laura. "Children's Esteem: The Verbal Environment". Annual Editions: Early Childhood Education, 91/92, pp. 226-230.

Competency 3.1:

Explain components of effective communication between caregiver and children.

Suggested Activities:	References:
7. Role play strategies for helping children resolve conflicts.	Seefeldt, Carol. Early Childhood Education, pp. 197-202. Texas Educational Service Region XIII. Without Saying A Word. #11526.
8. Observe children in a childcare/education setting and record observed behavior problems. Brainstorm solutions with class.	Berne, Patricia. "Nurturing Success", Annual Editions: Early Childhood Education, pp. 83-86.
9. Interview a child care provider to determine methods used to help children adjust to child care. Discuss findings in class.	King, Margaret. "Making Arrival Time Easier", Annual Editions: Early Childhood Education, 90/91, pp. 195-197.

COURSE: Early Childhood Professions I

Unit 3: Guidance and Group Management

Competency 3.2:

Demonstrate an understanding of guidance approaches to use when working with children.

Terminal Performance Objective:

Given text, supplemental material, guest speakers, interview information, and field experiences, the learner will demonstrate an understanding of guidance approaches to use when working with children, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Learner will:

1. Point out guidelines for assisting children with routine activities.
2. Describe guidance approaches that include modeling, behavior modification, cognitive, and psychoanalytic approaches.
3. Explain guidance approaches that promote self-control, independence, and high self esteem.
4. Explain why children should never be spanked, threatened, yelled at, isolated, or shamed.

Application:

1. Demonstrate guidance approaches to assist children in developing self control, independence, and high self esteem.

Competency 3.2:

Demonstrate an understanding of guidance approaches to use when working with children.

Suggested Activities:

1. Host a "talk show", invite panelists (teachers, parents) to discuss effective communications, guidance, and discipline.

2. Participate in a classroom debate on "should a child be spanked, threatened, yelled at, isolated, or shamed?".

3. Teach the class a song or fingerplay to help children transition from one activity to the next.

4. View and discuss the video on how adults help children develop self discipline.

5. Define self discipline.

6. Create and present skits that portray examples of situations that require self discipline.

References:

Seefeldt, Carol. Early Childhood Education, pp. 176-196.

Gifford, Linda. "Do They Really Deserve The Time Out Chair?" Texas Child Care Quarterly, Fall 1984, pp. 18-20.

Baker, Betty Ruth. "Transition Time: Make It A Time of Learning for Children", Annual Editions: Early Childhood Education 90/91, pp. 198-200.

National Association For The Education of of Young Children. Discipline: Appropriate Guidance of Young Children. Video tape.

COURSE: Early Childhood Profession I

Unit 3: Guidance and Group Management

Competency 3.3:

Explain teacher behaviors which facilitate learning activities.

Terminal Performance Objective:

Given text, supplemental material, guest speakers, interview information, and field experiences, the learner will explain teacher behaviors which facilitate learning activities, achieving 80% mastery on the knowledge test.

Enabling Objectives

Cognitive:

The Learner Will:

1. Explain the role of teacher observation in identifying needed changes in the program.
2. Describe how planning affects teacher effectiveness.
3. Discuss the effective use of reinforcement in the child care/education setting.
4. Explain the importance of consistency.
5. Identify the components of consistent teacher behavior.
6. Define close supervision.
7. Explain how close supervision impacts on children's learning.
8. Define "withitness".
9. Describe how withitness influences children's learning.
10. Explain how teachers can plan effectively for individual differences in children.
11. Define affective climate.
12. Describe the components of a positive affective climate.

Competency 3.3:

Explain teacher behaviors that facilitate learning activities.

Suggested Activities:

1. Using a checklist, note the teacher's use of redirection, consistency, withitness, and close supervision in a child care/education setting.

2. Develop a list of negative statements used to stop a child's behavior; rewrite into positive statements that re-direct a child.

3. Write an anonymous definition of guiding children's behavior on a card; share definition with classmates.

4. Research and identify children's books at the library that can be used to teach them how to solve problems.

References:

Virginia Department of Education. Assisting The Beginning Teacher.

Seefeldt, Carol. Early Childhood Education, pp. 203.

COURSE: Early Childhood Professions I

Unit 3: Guidance and Group Management

Competency 3.4:

Identify characteristics of children who have problems resolving their difficulties and developing self control.

Terminal Performance Objective:

Given text, supplemental material, guest speakers, interview information, and field experiences, the learner will identify characteristics of children who have problems resolving their difficulties and developing self control, achieving 80% mastery on the knowledge test, and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Learner will:

1. Identify the need for careful observation of children displaying outbursts and hostilities.
2. Identify the need for collaborative planning (teachers, administrators, parents) when initiating a behavioral plan for a child who is displaying frequent outbursts and hostilities.
3. List the basic principles for working with children displaying frequent outbursts and hostilities.

Application:

1. Observe and record the behaviors of a child who is aggressive toward playmates; note teacher interventions.
2. Observe and record the behaviors of a child who isolates himself/herself from playmates; note teacher interventions.

Competency 3.4:

Identify characteristics of children who have problems resolving their difficulties and developing self control.

Suggested Activities:

1. Develop a list of common behavior goals; compile each student's list and discuss.

2. Role play alternatives to punitive discipline using "The Magic List" of teacher behaviors.

3. Take notes during a parent/teacher-caregiver conference; evaluate the use of collaborative planning and goal setting. Explain how components of a progress conference could be used in a parent/teacher conference of an acting/out or withdrawn child.

References:

Bullock, Janis. "Understanding And Altering Aggression". Annual Editions: Early Childhood Education, pp. 162-165.

Cherry, Clare. Please Don't Sit On The Children, pp. 64-173.

Clewett, Ann. "Guidance and Discipline: Teaching Young Children Appropriate Behavior", Young Children, May 1988, pp. 148-152.

Morgan, Elizabeth. "Talking With Parents When Concerns Come Up". Young Children, January 1989, pp. 52-56.

UNIT 4

CURRICULUM DEVELOPMENT, IMPLEMENTATION

BEST COPY AVAILABLE

COURSE: Early Childhood Profession I

Unit 4: Curriculum Development, Content, and Implementation

Competency 4.1:

Explain the principles of a developmentally appropriate curriculum.

Terminal Performance Objective:

Given text, supplemental material, guest speakers, interview information, and field experiences, the learner will explain the principles of a developmentally appropriate curriculum, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Learner Will:

1. Define developmental appropriateness.
2. Explain learning as an interactive process.
3. Describe the basic elements of appropriate care for infants and toddlers.
4. Describe the basic elements of appropriate care and education for pre-schoolers.
5. Describe the basic elements of appropriate care and education for school-age children.
6. Explain the differences in teacher-directed and child-initiated activities.

Application:

1. Observe three children at play who are the same age and gender and note how they are alike and different.

Competency 4.1:

Explain the principles of a developmentally appropriate curriculum.

Suggested Activities:

1. Using a box of toys, sort the toys into age appropriate groups for infants, toddlers, and three year olds.

2. Using a set of teacher made cards with appropriate activities for 4's, 5's, and school age children, the student will sort activities by age group.

3. Observe a teacher's interactions with children; record the number of teacher-directed vs. child initiated activities and interactions during the week.

References:

Bredekamp, Sue. Developmentally Appropriate Practice In Early Childhood Programs Serving From Birth Through Age 8, pp. 17-46.

Bredekamp, Sue. Developmentally Appropriate Practice In Early Childhood Programs Serving From Birth Through Age 8, pp. 51-78.

DeVries, Rheta. "What Will Happen If...?" Annual Editions: Early Childhood Education, 90/91, pp. 206-208.

Schweinhart, Lawrence. "Child Initiated Activity", High Scope Resource, Spring Summer 1987, pp. 19-25

COURSE: Early Childhood Profession I

Unit 4: Curriculum Development, Content, and Implementation

Competency 4.2:

Identify the principles of planning for young children.

Terminal Performance Objective:

Given text, supplemental material, guest speakers, interview information, and field experiences, the learner will identify the principles of planning for young children, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Learner Will:

1. Discuss the necessity of daily planning.
2. Explain the importance of routines.
3. List the components of lesson plans.
4. Describe the purpose of a unit plan.
5. Explain the importance of balancing active/quiet, unstructured/structured, individual/group, and indoor/outdoor play.
6. Explain the importance of evaluation as a part of planning effective lessons and units.
7. Explain planning nap time with regard to individual differences.

Application:

1. Collect a daily plan from observation site and evaluate it for a balance of activities.
2. Interview a center director and record how the center plans for the individual needs of children.

Competency 4.2:

Identify the principles of planning for young children.

Suggested Activities:

1. Collect two teachers' lesson plans from different childcare/education centers; evaluate them noting likenesses and differences.

2. Interview a teacher/caregiver about one planned lesson; collect the plan and record information on how the following were determined purpose, length of activity, theme, supervision needed, resources, and evaluation of activity. Share information and written plan in class.

3. Observe a child care facility at nap time. Note how the center plans for individual differences; share information with class.

References:

Seefeldt, Carol. Early Childhood Education, pp. 136-175.

Tweedie, Pat. "The Unhurried Nap Child: Tips For Nap and A More Restful Day", Texas Child Care Quarterly, Summer 1989. pp. 3-10.

COURSE: Early Cl. dhood Profession I

Unit 4: Curriculum Development, Content and Implementation

Competency 4.3:

Explain the purpose of each of the major content areas in an early childhood setting.

Terminal Performance Objective:

Given text, supplemental material, guest speakers, interview information, and field experiences, the learner will explain the purpose of each of the major content areas in an early childhood setting, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Learner Will:

1. Distinguish an interest center from a learning station.
2. Identify components of art activities for a variety of ages.
3. Identify components of library activities for a variety of ages.
4. Identify components of dramatic play activities for a variety of ages.
5. Identify components of manipulative/math activities for a variety of ages.
6. Identify components of science/social studies activities for a variety of ages.
7. Identify components of language arts activities for a variety of ages.
8. Identify components of computer activities for a variety of ages.
9. Identify components of music activities for a variety of ages.
10. Identify components of an age appropriate learning station.

Competency 4.3:

Explain the purpose of each of the major content areas in an early childhood setting.

Application:

1. Develop an interest center in a content area for a specified age group.
2. Develop a file of suggested activities for each content area.

Suggested Activities:

Language

1. Locate five books at a local library and/or child care facility that can be used for language activities for a variety of age groups. Analyze the books using the Evaluation of Children's Literature form (see appendix). Complete forms with other students and share reviews in class.

2. Role play the reading of a story for a specific age group.

3. View the film Foundations of Reading and Writing. List the activities shown and indicate indicate whether they develop pre-reading, writing, listening, or speaking skills. Compare these activities to those observed in a preschool or kindergarten.

4. Observe a child care/education center and evaluate its use of writing activities for a specific age group, using criteria stated in Strickland's article on emergent literacy.

References:

Kobrin, Beverly. Eyeopeners: How To Choose and Use Children's Books.

Evaluation of Children's Literature form.

Campus Films. Foundations of Reading and Writing.

Strickland, Dorothy. "Emergent Literacy: How Young Children Learn To Read and Write", Annual Editions: Early Childhood Education, 91/92, pp. 168-162.

Competency 4.3:

Explain the purpose of each of the major content areas in an early childhood setting.

Suggested Activities:	References:
Math	
5. Using a set of blocks, list different ways the blocks could be used to teach math concepts (sets, sequence, order, etc.).	Seefeldt, Carol. Early Childhood Education, pp. 382-407.
6. Using a resource book, list 10 different math activities by theme and/or activity center.	Herr, Judy. Creative Resources For The Early Childhood Classroom.
7. Using a preschool teacher's schedule for the day, discuss in class how math activities can be incorporated throughout the day.	
Science	
8. Observe children playing with wheel toys, wind-up toys, or blocks. Record each instance of their exposure to concepts from the physical sciences.	Seefeldt, Carol. Early Childhood Education, pp. 410-443.
9. Create a list of five or more resources in the community that could be used to expand children's experiences of the physical or biological sciences.	
10. Working in a group, choose one topic (Animals, Sea Life, Plants, Air, Water, Earth, Sky, Our Body) and research science experiments that children can do to learn science concepts related to the topic.	

Competency 4.3:

Explain the purpose of each of the major content areas in an early childhood setting.

Suggested Activi	References:
11. Observe children with their teacher/care-giver on a nature walk or nature activity. Record how the teacher brings science concepts into the activity.	
Social Studies	
12. Interview someone in the community from a culture other than yours, noting what elements of the culture he or she would like children to understand and how this could best be presented to children.	Seefeldt, Carol. Early Childhood Education, pp. 476-503.
13. Read and discuss information on multi-culturism. List ways to bring a variety of cultures into the child care setting.	Pre-K Today, December 1986, "Bringing Our Worlds Together", Annual Editions: Early Childhood Education 90/91, pp. 214-216.
Computers	
14. Arrange for a demonstration of computer software with preschool children. Discuss how it may or may not enhance children's learning.	Seefeldt, Carol. Early Childhood Education, pp. 353-381.
15. Borrow or obtain a computer game for a preschool or kindergarten age child. Write a review on its intended purpose and evaluate its content for use with children. Check for values presentation, emphasis on violence, discriminatory treatment of individuals, pro-social themes and problem solving strategies.	Seefeldt, Carol. Early Childhood Education, pp. 119-120.

Competency 4.3:

Explain the purpose of each of the major content areas in an early childhood setting.

Suggested Activities:	References:
Music	
16. Compile a list of recordings for use in teaching concepts of rhythm.	
17. After listening to a variety of preschool songs in class, discuss and classify each song into one of the following categories: activity songs, listening songs, songs teaching a specific concept, sing-a-long songs.	California Home Economics Related Occupations, pp. 135-136.
18. Interview a preschool teacher about the purpose of music activities and what kind of instruments, tapes, and games are available in the center. Record information and share with class.	
Art	
19. Collect samples of a child's artwork over a period of time (case study). Analyze the works to determine changes in work and what stage the child's art is in. Record observations.	Seefeldt, Carol. Early Childhood Education, pp. 316-251.
20. Make a list of children's books with outstanding illustrations that could be used to introduce children to the artist as well as the writer.	
21. Observe children making art. Record which materials are most frequently chosen and how much time children of different ages spend with the materials.	

Competency 4.3:

Explain the purpose of each of the major content areas in an early childhood setting.

Suggested Activities:	References:
22. Using a resource book list 10 or more activities which could be incorporated in the teaching of themes or in interest centers.	Herr, Judy and Libby, Yvonne. Creative Resources For The Early Childhood Classroom.
Play	
23. Read and discuss the characteristics of play.	Zeece, Paul. "Learning To Play: Playing To Learn", Annual Editions: Early Childhood Education, 91/92, pp. 146-149.
24. Observe children at play and note what happens when teachers intervene. Record children's reactions noting if their play is enhanced or interrupted.	Seefeldt, Carol. Early Childhood Education, pp. 146-149.
25. List preschool play activities, categorizing them as quiet or active play. Discuss the importance between the two types of play.	
26. Observe a child at play over a period of time (case study). Record observations on the development using criteria and guidelines in Waite-Stupiansky's article.	Waite - Stupiansky. "Creative Play", Annual Editions: Early Childhood Education, 91/92, pp. 151-155.
27. Using a checklist, observe a preschool playground and evaluate it for safety and play value.	Frost, Joe. "The State of American Preschool Playgrounds", Annual Editions: Early Childhood Education, 91/92, pp. 177-181.

COURSE: Early Childhood Profession

Unit 4: Curriculum Development, Content and Implementation

Competency 4.4:

Discuss ways to adapt the curriculum for special needs children.

Terminal Performance Objective:

Given text, supplemental material, guest speakers, interview information, and field experiences, the learner will discuss ways to adapt the curriculum for special needs children, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Learner Will:

1. Discuss laws regarding special needs children.
2. Define mainstreaming.
3. Explain the role of the teacher in working with special needs children.
4. Point out appropriate techniques when working with children with special needs.
5. Describe methods for integrating special needs children into a typical program.
6. Explain the special needs of gifted children.
7. Discuss ways the special needs of gifted children can be met.

Application:

1. Observe and record the interactions of a special needs child and his/her teacher.
2. Observe and record the interactions of a special needs child and another child.

Competency 4.4:

Discuss ways to adapt the curriculum for special needs children.

Suggested Activities:

1. Visit preschool programs for special needs children and record information received and observations.

2. Select a handicapping condition and role play what it would be like to have the disability. Record feelings and perceptions.

3. Invite a parent of a special needs child to speak on expectations of teachers and how child care centers and schools can support families.

4. Watch the film, "I'm Deaf and It's O.K.". Discuss with the class.

References:

Seefeldt, Carol. Early Childhood Education, pp. 70-90.

Widerstrom, Anne. "Educating Young Handicapped Children", Annual Editions: Early Childhood Education, 91/92, pp. 209-213.

Taylor, Ronald. "Identification of Preschool Children With Mild Handicaps: The Cooperative Effort" Annual Editions: Early Childhood Education, 91/92, pp. 42-47.

Aseltine, Mueller, and Tait. The Same Inside. #4200. March of Dimes.

52

UNIT 5

FAMILY AND COMMUNITY RELATIONS

COURSE: Early Childhood Professions I

Unit 5: Family and Community Relations

Competency 5.1:

Demonstrate an understanding of the diversity in family units and roles.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the learner will demonstrate an understanding of the diversity in family units and roles, achieving 80% mastery on the knowledge test, and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Learner will:

1. Explain the wide variety of primary caregivers, family units, and family roles in America.
2. Describe the wide cultural, ethnic, and religious diversity in American families.

Application:

1. Develop a check list of possible primary caregivers and family roles.
2. Develop a check list of cultural, ethnic, and religious groups in America.
3. Interview a center director and record information on cultural, ethnic, religious, and family role representation among center children.

Competency 5.1:

Demonstrate an understanding of the diversity in family units and roles.

Suggested Activities:	References:
1. Host a panel of parents to discuss their roles in the family structure, and their expectations of teachers, caregivers, and schools. Include at-home mother, at-home father, single parent, older parent, both working parents, etc..	Seefeldt, Carol. Early Childhood Education, pp. 208-214. Brazelton, T. Berry, Dr. "Working Parents", Annual Editions: Early Childhood Education, 91/92, pp. 67-70. Clarke-Stewart, K. Alison. "Single Parent Families: How Bad For The Children?", Annual Editions: Early Childhood Education 91/92, pp. 71-75. McCormick, John. "Where Are The Parents?", Annual Editions: Early Childhood Education, 91/92, pp. 76-77.
2. Select a children's book that depicts a different family lifestyle from own. Discuss the book and its use in a preschool or kindergarten setting.	National Association For The Education of Young Children, Teaching Young Children To Resist Bias, Brochure #565.
3. List all religions represented in the community.	Phone book, newspaper.
4. Share interview information gleaned from the director of a local child care/education center with class members on the religious, ethnic and cultural groups represented among children enrolled.	
5. Prepare and taste a snack that is representative of an ethnic group. Share the snack with classmates.	Texas Department of Health Film Library. Bias: A Four Letter Word, #486. Region XIII Resource Library. All People Are The Same, #11760.

COURSE: Early Childhood Professions I

Unit 5: Family and Community Relations

Competency 5.2:

Explain the relationship between parents and child care providers.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the learner will explain the relationship between parents and child care providers, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Learner will:

1. Define primary caregiver.
2. Describe parent/guardian functions, responsibilities and duties.
3. Identify the components of effective leadership in family units.
4. List parent needs, rights, and responsibilities in sharing decisions about children's care and education.
5. Explain the purpose of the child care center in relation to the family as the primary caregiver.
6. Describe the need for demonstrating support of parent/child relationships.
7. Describe guidelines for communicating with parents/guardians of children.
8. Explain the ways and settings in which teachers can communicate with parents.

Application:

1. Observe a parent/teacher progress conference and record information.
2. Observe and evaluate a parent/teacher interaction in a child care setting.

Competency 5.2:

Explain the relationship between parents and child care providers.

Suggested Activities:

1. Interview an early childhood teacher on how she/he involves parents. Report information to class.

2. Interview a parent to find out problems and solutions she/he has experienced in finding and keeping a child care provider. Record information.

3. Interview a child care director or an elementary school principal to find out problems and solutions in working with parents. Record information.

4. Compare and contrast interview findings in class.

Reference:

Seefeldt, Carol. Early Childhood Education, pp. 215-234.

COURSE: Early Childhood Professions I

Unit 5: Family and Community Relations

Competency 5.3:

Identify community resources available to children and their families.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the learner will identify community resources available to children and their families, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Learner will:

1. List the services and agencies available in the community which serve children and families.
2. Describe the types of services each vendor/agency provides.
3. Describe ways community agencies and resources can be tapped to enhance children's learning.

Application:

1. Interview a community agency representative and record information on services provided and ways the agency enhances children's lives.
2. Observe and evaluate a community agency's sponsored activity.
3. Participate as a volunteer in a community agency's sponsored activity for children.

Competency 5.3:

Identify community resources available to children and their families.

Suggested Activities:	References:
1. Invite a speaker from the Department of Human Services to discuss community resources.	
2. Invite a speaker from the local Child Care Management Services office (CCMS) to discuss local child care services.	
3. Invite a speaker from a local school district to discuss services available for young children.	
4. Write an organization, agency, or company requesting their booklets and pamphlets on education and child rearing. Share literature in class.	Seefeldt, Carol. Early Childhood Education, pp. 243, 473. March of Dimes Texas Department of Health County Extension Office Ross Laboratories Mead/Johnson Laboratories
5. Participate in a community activity during "The Week of Young Child". Report to the class on perceptions, information received.	Local Chapter of NAEYC.

COURSE: Early Childhood Professions I

Unit 5: Family and Community Relations

Competency 5.4:

Explain the concept of child advocacy.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the learner will explain the concept of child advocacy with 80% mastery on the knowledge test.

Enabling Objectives

Cognitive:

The Learner will:

1. Define advocacy.
2. List the activities of a child advocate.

Competency 5.4:

Explain the concept of child advocacy.

Suggested Activities:

1. List public policy concerns you can participate in as a child advocate.

2. Interview a homeless shelter director and record information on children living at or below the poverty level in the area, and what agencies are doing the help them.

References:

Goffin, S.G.. Speaking Out: Early Childhood Advocacy, NAEYC.

Reed, Sally. "Children of Poverty", Annual Editions: Early Childhood Education 90/91, pp. 12-19.

UNIT 6

SAFETY, HEALTH AND NUTRITION

COURSE: Early Childhood Professions I

Unit 6: Safety, Health, Nutrition

Competency 6.1:

Demonstrate an understanding of safety rules and procedures in a child care setting.

Terminal Performance Objective:

Given text, supplemental material, guest speakers, interview information, and field experiences, the learner will demonstrate an understanding of safety rules and procedures in a child care setting, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Learner will:

1. Identify fire, safety, and sanitation regulations in the Texas Department of Human Services Minimum Standards for Day Care Centers handbook.
2. Summarize the need for proper climate control and lighting.
3. Discuss first aid supplies needed in a child care setting.
4. List procedures to follow during accidents, medical emergencies, and environmental alerts.
5. Identify designated caregiver roles and responsibilities during accidents, medical emergencies, and environmental alerts.
6. Define poisonous substances and plants.
7. Describe the manner in which to store medicines and cleaning agents, and to dispose of poisonous plants.
8. Define child abuse and child neglect.
9. Identify signs of child abuse and child neglect.
10. Describe procedures for responding to suspected child abuse and/or child neglect.
11. Discuss safety standards for equipment, furniture, and toys.
12. Distinguish age-appropriate toys from age-inappropriate toys in terms of safety.
13. Describe the safe use of indoor and outdoor space for young children.

Competency 6.1:

Demonstrate an understanding of safety rules and procedures in a child care setting.

Application:

1. Compose observation notes of safety practices at a local child care center.
2. Apply principles for maintaining a safe and healthy environment by:
   a. Rewriting the safety policies of a local child care center to meet safety standards.
   b. Planning an activity which teaches children about safety.
   c. Modeling safety rules and procedures to children.

Suggested Activities:

1. Create a poster which emphasizes and illustrates one fire, sanitation or safety regulation in the Department of Human Services Minimum Standards For Day Care Centers.

2. Interview a Department of Human Services worker to find out common safety problems and solutions in a child care setting.

3. Draw a floor plan or playground of a local child care center; analyze its safety components and note possible safety hazards.

4. Draw a modified floor plan for a child care facility; include activity centers which are free from safety hazards.

5. Write a safety checklist for daily and monthly use in a child care setting.

6. Invite a doctor, nurse or paramedic to speak on medical emergencies. Record information.

References:

Texas Department of Human Services Minimum Standards For Day Care Centers, pp. 17-20.

Manhoefer, Patricia. Caring For The Developing Child, pp. 52-58.

Seefeldt, Carol. Early Childhood Education, pp. 455-462.

94

Competency 6.1:

Demonstrate an understanding of safety rules and procedures in a child care setting.

Suggested Activities:	References:
7. Role play the procedures to follow when a child is choking, emphasizing specific responsibilities of a designated child care center staff person.	Red Cross First Aid Handbook. American Red Cross.
8. Write a report on a medical emergency or ailment which includes a definition, causes, signs, symptoms, and treatments.	
9. Role play exiting rules and procedures during fire drills and weather alerts.	
10. Practice the use of a fire extinguisher.	
11. Invite an agricultural extension agent to speak on poisonous plants, insecticides and household chemicals. Record information.	
12. Prepare a phone emergency list which includes: . Poison Control Center . Fire . Police . Ambulance	Local phone directory.
13. Create and design a bulletin board which describes safe, appropriate toys vs. unsafe toys vs. unsafe toys for a specific age group. for a specific age group.	Marotz, Lynn, et al. Health Safety and Nutrition For The Young Child, pp. 187-190.

Competency 6.1:

Demonstrate an understanding of safety rules and procedures in a child care setting.

Suggested Activities:

14. Prepare a safety evaluation checklist for determining the purchase and/or use of toys in a child care setting. Using a box of toys and the checklist, note appropriate/inappropriate toys.

15. Prepare and give a talk on safety standards and use of one of the following:

- . Car Seats
- . Playpens
- . Walkers
- . Cribs

16. Using a life size doll, model the correct way to secure children in a care seat belt:

0-1 age group
1-4 age group
4-6 age group

17. Invite a Department of Human Services Social Worker to class to speak on the status of child abuse in the community, child abuse laws and child abuse/neglect symptoms. Record information.

18. Research and write a paper distinguishing between categories of child abuse:
of child abuse:

- . non accidental physical injury
- . sexual molestation
- . emotional abuse

References:

Seefeldt, Carol. Early Childhood Education, pp. 86-88.

Competency 6.1:

Demonstrate an understanding of safety rules and procedures in a child care setting.

Suggested Activities:

19. List and discuss characteristics of child abusers.

20. Research activities and develop a file on safety activities to teach and use with children.

References:

Herr, Judy. Creative Resources For The Early Childhood Classroom.

COURSE: Early Childhood Professions I

Unit 6: Safety, Health, Nutrition

Competency 6.2:

Identify health and nutrition principles and practices in a child care setting.

Terminal Performance Objective:

Given text, supplemental material, guest speakers, interview information, and field experiences, the learner will identify health and nutrition principles and practices in a child care setting, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Learner will:

1. Identify health regulations in the Texas Department of Human Services Minimum Standards for Day Care Centers handbook.
2. Discuss the four food groups and their importance in the diet.
3. List the goals for nutrition education.
4. Explain nutrition practices to use with children.
5. Evaluate the nutritional value of snacks and/or meals.
6. Point out health/safety considerations concerning children's clothing.
7. Identify health appraisal procedures to use with children.
8. Explain definitions and symptoms of childhood communicable diseases.
9. Discuss how caregivers can promote good physical and mental health in children.

Application:

1. Observe and evaluate the sanitation standards in a child care setting.
2. Observe and evaluate health appraisal procedures of young children.
3. Demonstrate ways to assist children with clothing.
4. Plan a snack for children utilizing nutrition principles.

Competency 6.2:

Identify health and nutrition principles and practices in a child care setting.

Suggested Activities:

1. Create a poster which emphasizes and illustrates one physical health or food services regulation in the Department of Human Services Minimum Standards For Day Care Centers.

2. Interview a food service worker in a child care center to find out how the staff plans for nutritious meals and/or snacks. Collect menus, compute nutritional value, and share information with class.

3. Role play procedures or techniques for helping young children develop desirable health habits including:
   - . brushing teeth
   - . washing hands
   - . covering mouth when coughing or sneezing
   - . eating nutritious foods

4. Conduct an experiment with Petri dishes with agar. Contaminate the agar with hands, hair, or a sneeze. After one week observe the bacterial growth and discuss the importance of proper sanitation when handling food.

5. Observe sanitation and food storage techniques practiced at a child care/education setting. Record information and share with others.

References:

Texas Department of Human Services Minimum Standards For Day Care Centers, pp. 21-25.

Seefeldt, Carol. Early Childhood Education, pp. 446-451.

California Department of Education. California Home Economics Related Occupations- Child Care Occupations Curriculum.

Competency 6.2:

Identify health and nutrition principles and practices in a child care setting.

Suggested Activities:	References:
6. Brainstorm ways mealtime can be a pleasant experience for children.	
7. Prepare a chart to show changing nutritional needs of children, 0-8 years.	
8. Create a bulletin board pointing out health and/or safety considerations in children's clothing.	Texas Home Economics Curriculum Center. Child Care and Guidance, Management and Services Reference, pp. 76-77, 134.
9. Research and record symptoms of the following sicknesses: Bronchiolitis, Cold, Constipation, Cough, Croup, Diarrhea, Ear Infection, Stomach Flu.	
10. Develop a chart that lists childhood communicable diseases, their signs and symptoms, methods of spreading, and control methods.	Spock, Benjamin, Dr. Baby and Child Care.
11. Interview a child care director or school nurse to find out the appraisal procedures and designated caregiver roles of a suspected ill child. Record information and share with class.	
12. Create a poster showing foods that are appropriate for regular, bland, and liquid diets.	
13. Research activities and develop a file on on health/nutrition cooking activities to use with children.	Herr, Judy. Creative Resources For The Early Childhood Classroom.
14. Invite a pediatric or school nurse to discuss the characteristics of a healthy/ill child.	

UNIT 7

PROGRAM MANAGEMENT

BEST COPY AVAILABLE

COURSE: Early Childhood Professions I

Unit 7: Program Management

Competency 7.1:

Identify career ladder titles and duties of early childhood professionals.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, identify career ladder titles and duties of early childhood professionals, achieving 80% mastery on the knowledge text and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Learner Will:

1. Describe each career level and its professional duties and responsibilities.
2. Distinguish the academic preparation and professional experiences needed for each career ladder level.
3. Describe the role of an assistant teacher when working as a member of the management team in a child care center.

Application:

1. Observe an early childhood assistant teacher and an early childhood teacher; note the differences in their program responsibilities.
2. Observe early childhood professionals working with children; evaluate teamwork in managing an activity.

Competency 7.1:

Identify career ladder titles and duties of early childhood professionals.

Suggested Activities:

1. Invite a representative from the local NAEYC organization to speak on careers in working with young children.

2. Create a bulletin board of professionals in the local community who work with young children.

3. Interview an assistant teacher on role and duties. Record the information; compare and contrast with classmates' interviews.

4. Plan and implement an early childhood professions display at the high school.

References:

NAEYC, Model of Early Childhood Professional Development.

Phillips, Carol Brunson. "The Child Development Associate Program: Entering A New Era", Annual Editions: Early Childhood Education, 90/91, pp. 205-207.

Home Economics Curriculum Center, Child Care and Guidance, Management and Services Reference, pp. 9-11.

COURSE: Early Childhood Professions I

Unit 7: Program Management

Competency 7.2:

Describe child care center management procedures and policies.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, describe child care center management procedures and policies, achieving 80% mastery on the knowledge test.

Enabling Objectives

Cognitive:

The Learner Will:

1. Explain the standard operating procedures of a local child development center.
2. Explain the policies of a local child development center.
3. Explain the record keeping system of a local child development center.

Competency 7.2:

Describe child care center management procedures and policies.

Suggested Activities:

1. Using the Department of Human Services Minimum Standards For Day Care Centers, generate a checklist of administrative requirements for licensed child care facilities.

2. Using the checklist, interview the director at a local child care center to evaluate the center's policies, procedures, and record keeping systems.

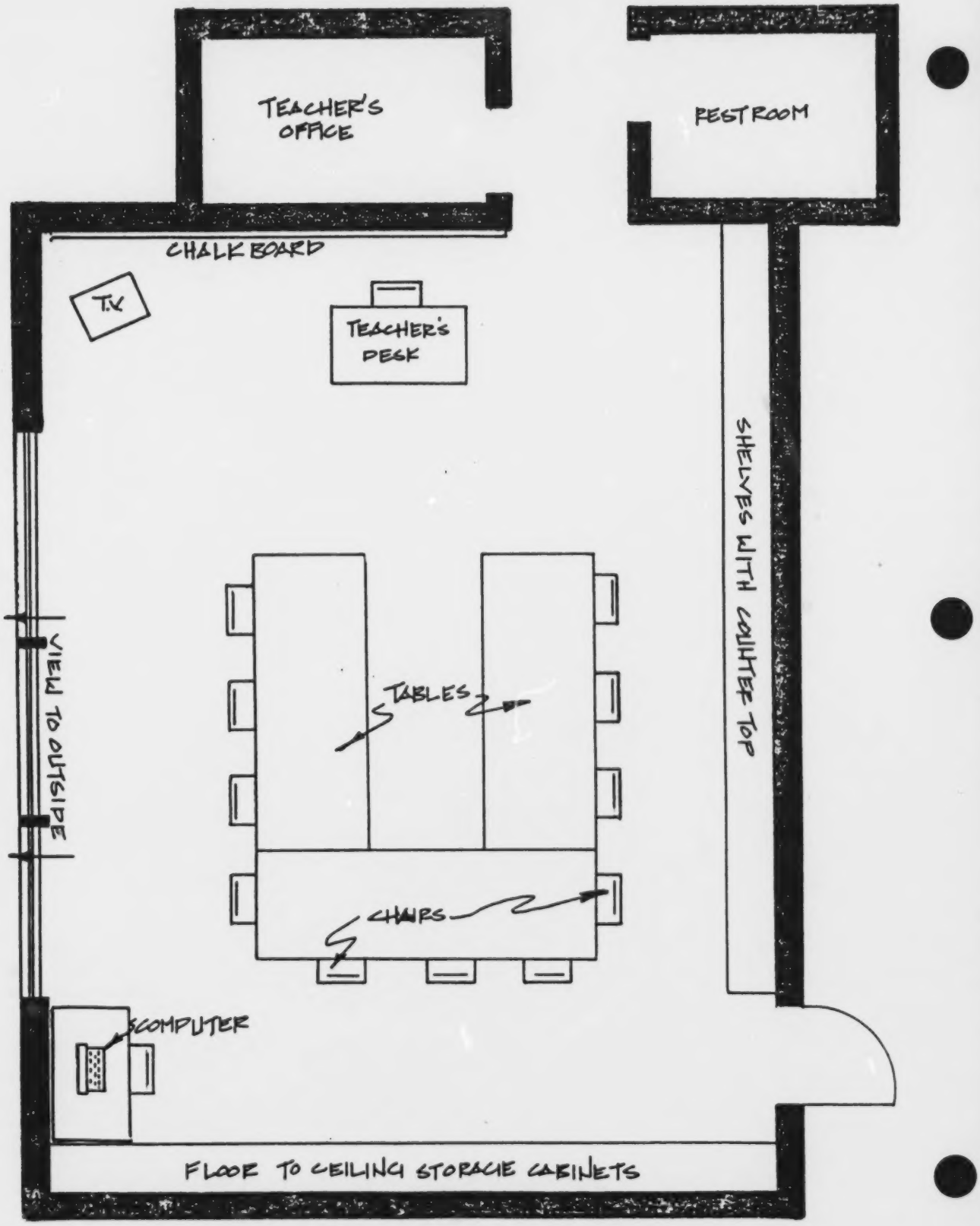
3. Invite a representative from a computer company to present software that is available for child care center management.

References:

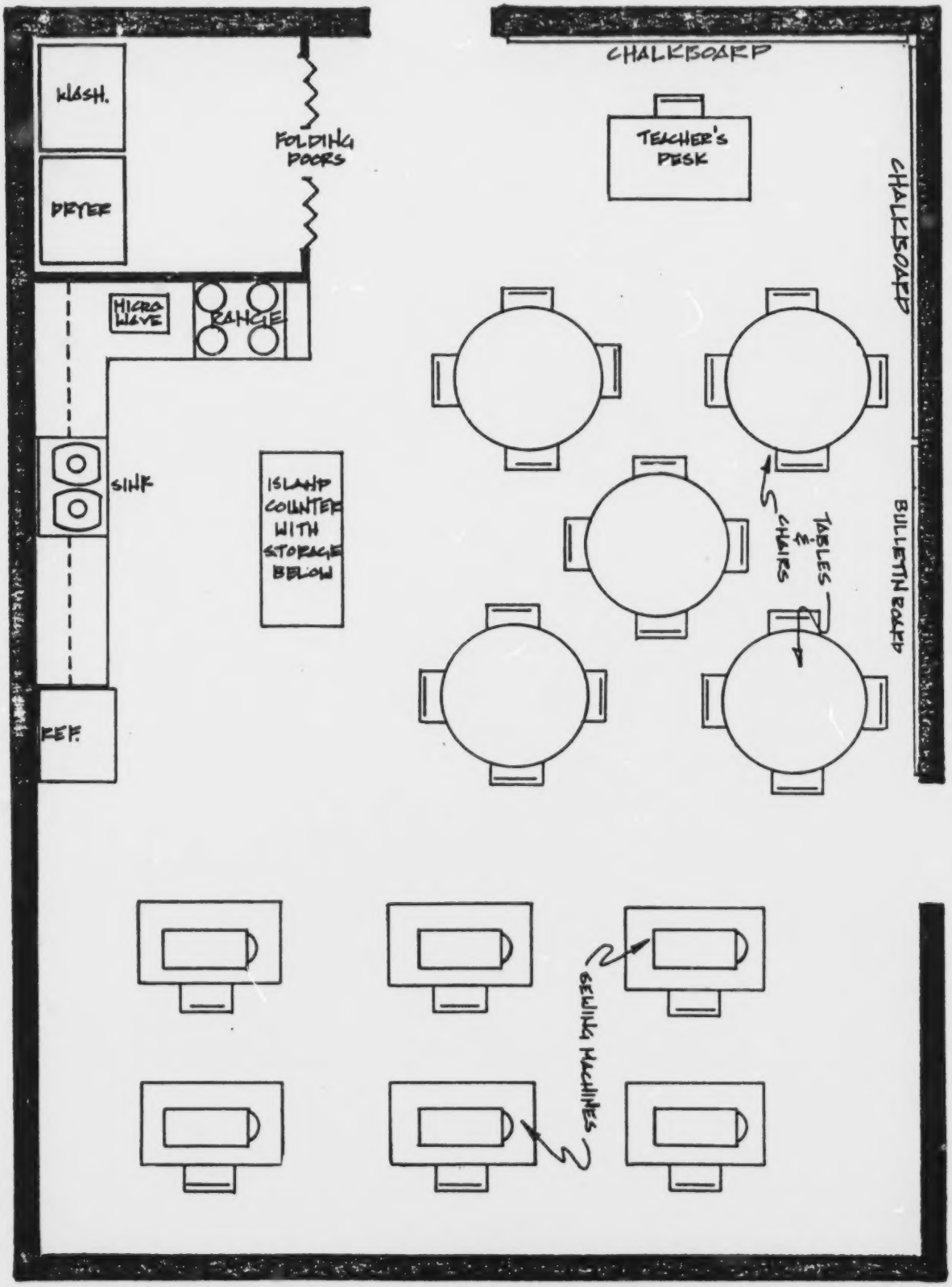
Department of Human Services Minimum Standards For Day Care Centers.

APPENDIX

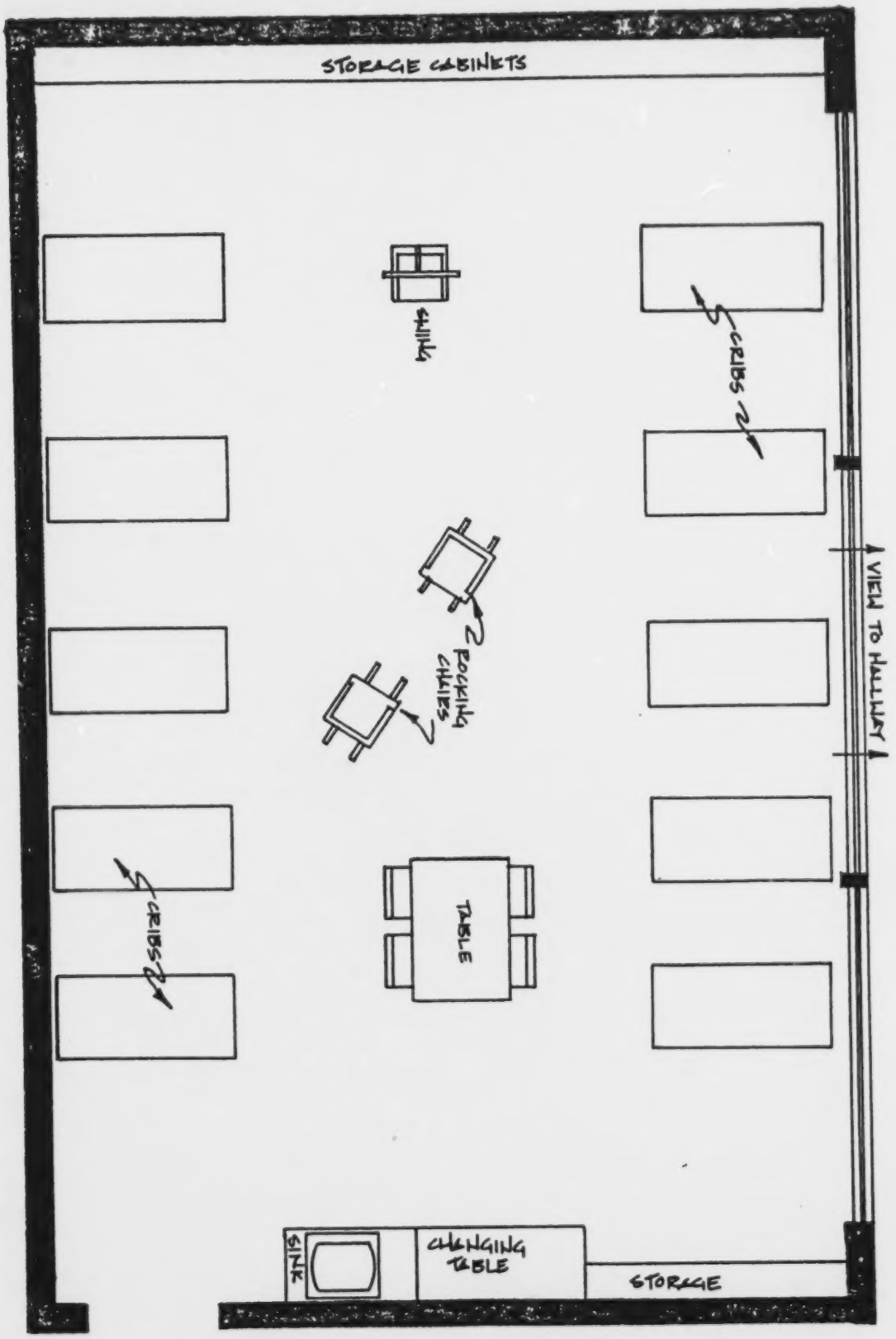
APPENDIX



STUDENT CLASSROOM

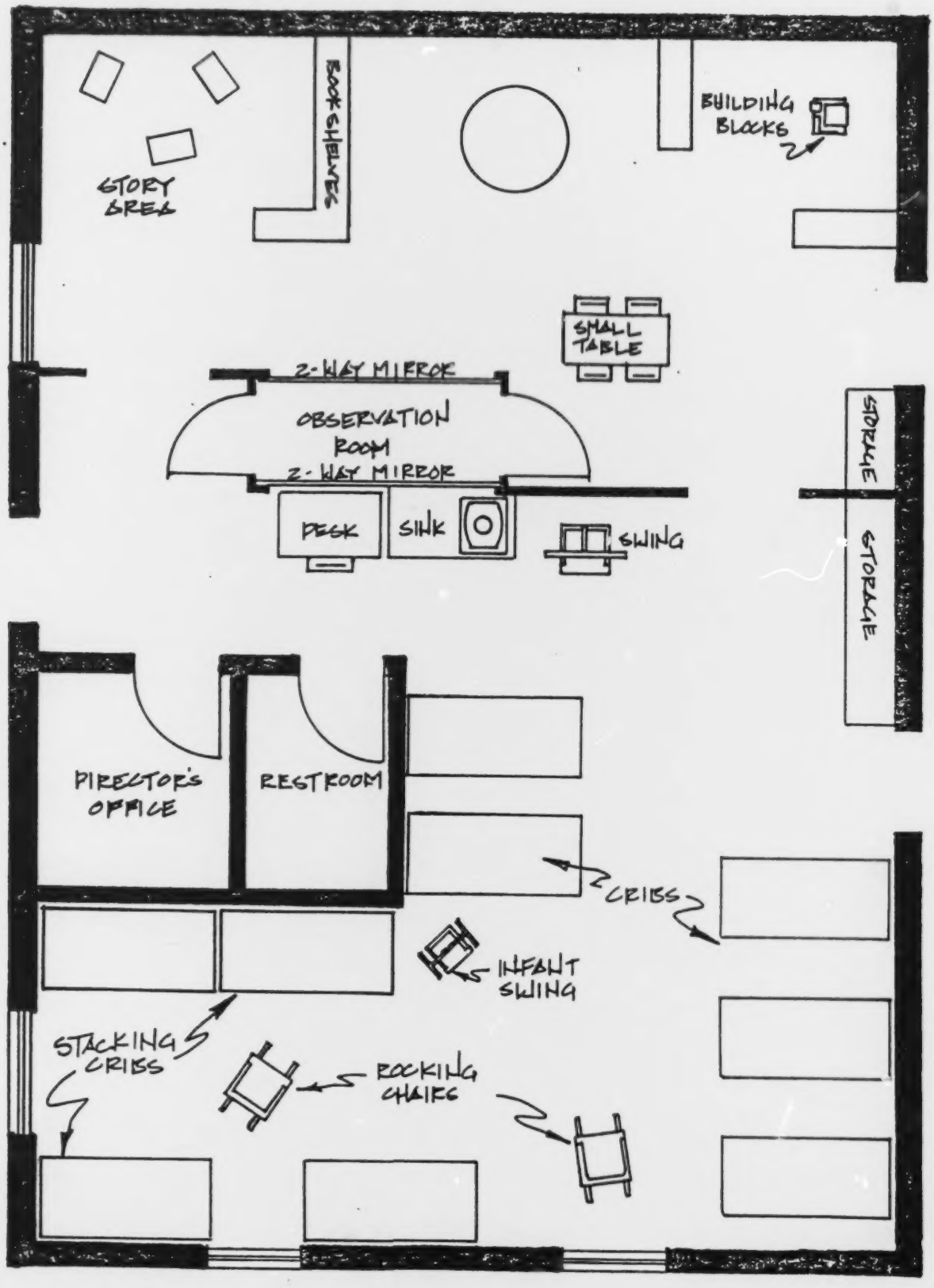


STUDENT CLASSROOM WITH ALL-PURPOSE HOME ECONOMICS LABORATORY



INFANT CHILD CARE FACILITY

110



COMBINATION INFANT & TODDLER CHILD CARE FACILITY

Floor Plans reprinted with permission from Parenting Education For School-Age Parents, Texas Education Agency, Austin, Texas. 1991.

SELF-EVALUATION
Early Childhood Teacher

I am like this:	This is something I can learn:	When people say, "This is an effective teacher," they mean that she/he:
		Personal Qualities and Classroom Presence
____	____	Acts relaxed and comfortable, yet alert
____	____	Maintains good eye contact, often getting down to child's eye level
____	____	Speaks with a voice that is gentle, quiet, calm, and firm sending messages that are direct and clear
____	____	Has a special voice for talking to children
____	____	Has a clean, healthy, professional appearance and wears clothes appropriate to the day's work
____	____	Listens carefully and respectfully
____	____	Has a high tolerance for variety of noise and movement and doesn't expect order every moment
____	____	Touches children often with movements that soothe, guide, redirect, reassure, reinforce
		Teaching Style and Strategies
____	____	Enjoys children and expresses genuine interest in them
____	____	Is willing to learn from children and follow their lead
____	____	Is able to focus on individual children while being aware of what is happening throughout the classroom
____	____	Relates to each child's personality and developmental level
____	____	Uses positive statements
____	____	Is empathetic--able to feed back to the child an understanding of the feelings behind his words or behavior
____	____	Makes opportunities for one-to-one activities with children
____	____	Is aware of differing moods of children, adjusts standards for them when they are fatigued, irritated, overstimulated, stressed
____	____	Remains in control in startling or difficult situations
____	____	Enjoys humorous incidents with children; enjoys laughing with them
____	____	Actively participates with children, has a plan for each day--goals to be accomplished
____	____	Sets consistent, realistic limits and focuses on the behaviors (not the child)
____	____	Provides guidance in development of good habits for eating, resting, toileting, learning, exercise
____	____	Responsive to the rhythms and tempos of the child
____	____	Shows enthusiasm for the day, coming up with new and interesting ideas and activities to share with children
____	____	Supports cultural differences
____	____	Positions self naturally in strategic spots
		Environment/Climate Design
____	____	Creates an environment where children are comfortable enough to verbalize their feelings

Creates an atmosphere that is comfortable, home-like, safe
Provides an organized, structured schedule to reassure children
Fosters inquisitiveness about physical world
Facilitates social interactions among children
Questions and explores with children so that all learn through discovery
Maintains an organized, clean classroom
Tends to repairs
Considers the outdoors part of the learning environment

Relationship to Other Teachers

Accepts criticism and is responsive to changes
Gets along well with others
Asks for help when needed
Is quick to express approval and support for other staff
Is willing to listen to suggestions and other ideas but not just as a *yes* person
Is aware of other teachers' needs in classroom and prepared to *take over* when necessary
Is slow about making judgments and sensitive in sharing negative feedback
Shares leadership when necessary, leads when necessary, steps aside when necessary
Risks sharing of self and abilities, ideas and strengths
Is a team player, provides ongoing training to new teachers, involves other staff in planning

Relationship to Parents

Communicates with parents at drop-off and pick-up times, and as needed throughout the day
Schedules parent conferences when needed
Does not discuss a child's behavior when he is present
Respects families' right to privacy by not discussing problems with others
Assists parents with goals for children
Perceives self as part of a support system to parents, someone whose role is to strengthen the family unit
Is able to make parents aware of their strengths
Uses the insights of parents about their children
Is available to parents

Professional Responsibilities

Attends regular staff meetings and workshops
Attends to all four areas of human development in planning--affective, social, psycho-motor, and cognitive
Conscientious effort to expand knowledge of good early childhood teaching
Willing to try something new--not afraid to risk failing/mistakes
Manages time well
Demonstrates pride in being a child care teacher
Takes advantage of opportunities provided for you

Exchange Press. Child Care Information Exchange, April 1989.

EVALUATION OF CHILDREN'S LITERATURE

1. Title of book _____

2. Author _____

3. Theme and Plot _____

_____

_____

4. Characters _____

_____

5. Needs or concerns of children which book addresses _____

_____

_____

6. Number of pages _____

7. Quality of Illustrations _____

8. What age child would enjoy the book? _____

9. Check the statements which apply to the book.

___a. Simple language is used
___b. Subject is familiar
___c. Complicated and confusing
___d. Too long
___e. Many small details
___f. Large colorful pictures
___g. Action words
___h. Could scare a child
___i. Too many characters
___j. Story is easy to follow
___k. Small pictures
___l. Repetition of words
___m. Teaches a lesson
___n. Good for a small group
___o. Good for a large group

10. I would/would not (circle one) choose this book for a group of young children because: _____

_____

_____

Adapted from the Child Care Occupations Curriculum, California State Department of Education.

EARLY CHILDHOOD PROFESSIONS I

STUDENT COMPETENCY PROFILE

DIRECTIONS: Indicate the appropriate number to evaluate the degree of competency on a scale of 1 to 4:

RATING SCALE:
1 - **No Exposure or Experience in this Area**
2 - **Needs Improvement** The student shows minimal knowledge and/or has difficulty performing the task independently and needs close instructional support or supervision.
3 - **Satisfactory** The student shows adequate knowledge or performs the task adequately with limited instructional support or supervision.
4 - **Clearly Outstanding** The student shows exceptional knowledge and/or performs the task skillfully with no instructional support or supervision.

UNIT 1: PROFESSIONALISM

1.1 Demonstrate an understanding of the characteristics of an early childhood education professional.

GRADING PERIODS

1ST	2ND	3RD	4TH	5TH	6TH

Cognitive

1. Identify the personal qualities and abilities needed to be effective with children.
2. Describe interpersonal skills needed to be successful in an early childhood setting.

Application

1. Develop a checklist of the personal qualities a successful early childhood professional needs to possess.

1ST	2ND	3RD	4TH	5TH	6TH

2. Using a developed checklist, observe an early childhood professional and record qualities observed.

1.2 Demonstrate an understanding of employment opportunities and requirements in early childhood care and education.

1. Describe the current need for early childhood care givers and educators.
2. List careers and related professions in early childhood care and education.
3. List academic preparation requirements for a variety of careers in the field of early childhood care and education.
4. Explain equal opportunity laws in hiring practices.
5. Explain appropriate dress and grooming needed when working with young children.
6. Describe the work habits of an effective employee.

1.3 Explain the types and models of early child care/education programs.

Cognitive

1. Describe the administrative units within early childhood care and education.
2. Identify the program variations within early childhood care and education.

Application

1. Observe several early childhood programs; compare and contrast characteristics of different models.

1.4 Demonstrate an understanding of the history of early childhood care and education.

Cognitive

1ST	2ND	3RD	4TH	5TH	6TH

1. Identify the historical beginnings of early childhood education.
2. Identify principal early childhood educators and their contributions to early childhood education from Plato's time to modern days.
3. Describe the beginnings and growth of kindergartens in the U.S..
4. Detail the beginnings and growth of the nursery school in the U.S..
5. Explain how and why child care emerged in America.
6. Explain how child care differs from nursery and kindergarten programs.
7. Explain the Lanham Act and its contribution to child care.
8. Describe the status of early childhood education programs today.

UNIT 2: CHILD GROWTH, DEVELOPMENT, AND LEARNING

2.1 Summarize the major stages of development in children through age 8.

Cognitive

1. Explain the prenatal development of a child.
2. Describe labor and birth.
3. Explain prematurity and low birth weight.
4. Explain the characteristics of a healthy newborn baby.
5. Point out individual differences and normal patterns of physical development in infants, toddlers, preschool, and elementary age children.
6. Explain the cognitive stages of development in children, ages 0-8.

1ST	2ND	3RD	4TH	5TH	6TH

7. Identify the patterns of emotional growth and development.
8. Discuss individual differences and normal patterns of social development in children ages 0-8.

Application

1. Observe and record the physical, cognitive, emotional, and social development of a child over a six week period.
2. Compare and contrast the observed child's development with normative characteristics of a same age child.

2.2 Point out common influences in the growth and development of the whole child.

Cognitive

1. Explain caregiver/teacher behaviors which promote healthy physical, social, emotional, and cognitive development of children ages 0-8.
2. Explain how family relationships and parental practices affect the physical, emotional, social, and cognitive development of children ages 0-8.
3. List environmental and economic factors that influence the physical, emotional, social, and cognitive growth of children ages 0-8.
4. Identify how various forms of play influence the growth of whole child.

Application

1. Observe and record a child's reactions to verbal and non-verbal caregiver behaviors:

1ST	2ND	3RD	4TH	5TH	6TH

a. at mealtime
b. when toileting/diaper changing
c. when dressing
d. when disciplining

2. Interview a parent and record information on family, structure, religion, ethnicity, and mobility.
3. List positive and negative environmental factors that affect the growth and development of children in the local community.

2.3 Identify age appropriate learning environments for children.

1ST	2ND	3RD	4TH	5TH	6TH

Cognitive

1. Define interest centers.
2. Explain why interest centers are appropriate learning environments for children.
3. Define learning stations.
4. Explain the purpose of a learning station.
5. Analyze the components of a stimulating environment.
6. Describe the role of play as a basis for learning in infant, toddler, preschool, and elementary age children.
7. Explain the teacher's role in play environments.
8. Point out the characteristics of appropriate outdoor play environments for various age groups.

Application

1. Observe and evaluate an interest center.
2. Observe and analyze the purpose of story time.
3. Observe and evaluate an outdoor play activity.

2.4 Identify major handicapping conditions in special needs children.

1ST	2ND	3RD	4TH	5TH	6TH

Cognitive

1. Define "special needs".
2. Distinguish between a congenital and acquired handicap.
3. Distinguish between the abilities and limitations of specific handicapping conditions; hearing, vision, speech, health, and physical problems, learning disabled, mentally disabled, emotionally disabled.

UNIT 3: GUIDANCE AND GROUP MANAGEMENT

3.1 Explain components of effective communication between caregiver and children.

1ST	2ND	3RD	4TH	5TH	6TH

Cognitive

1. Explain the need to respond quickly and directly to children.
2. Describe ways to provide varied opportunities for children to communicate.
3. Explain the need for active listening skills.
4. Describe ways to help children resolve conflicts.

Application

1. Directly express enjoyment of children to them.
2. Engage in one-to-one, eye level interactions with children.
3. Plan ways to assist children in their adjustment to child care.
4. Model appropriate language when interacting with children.

3.2 Demonstrate an understanding of guidance approaches to use when working with children.

Cognitive

1ST	2ND	3RD	4TH	5TH	6TH

1. Point out guidelines for assisting children with routine activities.
2. Describe guidance approaches that include modeling, behavior modification, cognitive, and psychoanalytic approaches.
3. Explain guidance approaches that promote self-control, independence, and high self esteem.
4. Explain why children should never be spanked, threatened, yelled at, isolated, or shamed.

Application

1. Demonstrate guidance approaches to assist children in developing self control, independence, and high self esteem.

3.3 Explain teacher behaviors which facilitate learning activities.

Cognitive

1. Explain the role of teacher observation in identifying needed changes in the program.
2. Describe how planning affects teacher effectiveness.
3. Discuss the effective use of reinforcement in the child care/education setting.
4. Explain the importance of consistency.
5. Identify the components of consistent teacher behavior.
6. Define close supervision.
7. Explain how close supervision impacts on children's learning.
8. Define "withitness".
9. Describe how withitness influences children's learning.

1ST	2ND	3RD	4TH	5TH	6TH

10. Explain how teachers can plan effectively for individual differences in children.
11. Define affective climate.
12. Describe the components of a positive affective climate.

3.4 Identify characteristics of children who have problems resolving their difficulties and developing self control.

Cognitive

1. Identify the need for careful observation of children displaying outbursts and hostilities.
2. Identify the need for collaborative planning (teachers, administrators, parents) when initiating a behavioral plan for a child who is displaying frequent outbursts and hostilities.
3. List the basic principles for working with children displaying frequent outbursts and hostilities.

Application

1. Observe and record the behaviors of a child who is aggressive toward playmates; note teacher interventions.
2. Observe and record the behaviors of a child who isolates himself/herself from playmates; note teacher interventions.

4.1 Explain the principles of a developmentally appropriate curriculum.

1ST	2ND	3RD	4TH	5TH	6TH

Cognitive

1. Define developmental appropriateness.
2. Explain learning as an interactive process.
3. Describe the basic elements of appropriate care for infants and toddlers.
4. Describe the basic elements of appropriate care and education for pre-schoolers.
5. Describe the basic elements of appropriate care and education for school-age children.
6. Explain the differences in teacher-directed and child-initiated activities.

Application

1. Observe three children at play who are the same age and gender and note how they are alike and different.

4.2 Identify the principles of planning for young children.

Cognitive

1. Discuss the necessity of daily planning.
2. Explain the importance of routines.
3. List the components of lesson plans.
4. Describe the purpose of a unit plan.
5. Explain the importance of balancing active/quiet, unstructured/structured, individual/group, and indoor/outdoor play.
6. Explain the importance of evaluation as a part of planning effective lessons and units.
7. Explain planning nap time with regard to individual differences.

1ST	2ND	3RD	4TH	5TH	6TH

Application

1. Collect a daily plan from observation site and evaluate it for a balance of activities.
2. Interview a center director and record how the center plans for the individual needs of children.

4.3 Explain the purpose of each of the major content areas in an early childhood setting.

Cognitive

1. Distinguish an interest center from a learning station.
2. Identify components of art activities for a variety of ages.
3. Identify components of library activities for a variety of ages.
4. Identify components of dramatic play activities for a variety of ages.
5. Identify components of manipulative/math activities for a variety of ages.
6. Identify components of science/social studies activities for a variety of ages.
7. Identify components of language arts activities for a variety of ages.
8. Identify components of computer activities for a variety of ages.
9. Identify components of music activities for a variety of ages
10. Identify components of age appropriate learning station.

Application

1. Develop an interest center in a content area for a specified age group.
2. Develop a file of suggested activities for each content area.

4.4 Discuss ways to adapt the curriculum for special needs children.

Cognitive	1ST	2ND	3RD	4TH	5TH	6TH
1. Discuss laws regarding special needs children.						
2. Define mainstreaming.						
3. Explain the role of the teacher in working with special needs children.						
4. Point out appropriate techniques when working with children with special needs.						
5. Describe methods for integrating special needs children into a typical program.						
6. Explain the special needs of gifted children.						
7. Discuss ways the special needs of gifted children can be met.						

Application						
1. Observe and record the interactions of a special needs child and his/her teacher.						
2. Observe and record the interactions of a special needs child and another child.						

UNIT 5: FAMILY AND COMMUNITY RELATIONS

5.1 Demonstrate an understanding of the diversity in family units and roles.

Cognitive						
1. Explain the wide variety of primary caregivers, family units, and family roles in America.						
2. Describe the wide cultural, ethnic and religious diversity in American families.						

Application

1. Develop a check list of possible primary caregivers and family roles.
2. Develop a check list of cultural, ethnic, and religious groups in America.
3. Interview a center director and record information on cultural, ethnic, religious, and family role representation among center children.

1ST	2ND	3RD	4TH	5TH	6TH

5.2 Explain the relationship between parents and child care providers.

Cognitive

1. Define primary caregiver.
2. Describe parent/guardian functions, responsibilities and duties.
3. Identify the components of effective leadership in family units.
4. List parent needs, rights, and responsibilities in sharing decisions about children's care and education.
5. Explain the purpose of the child care center in relation to the family as the primary caregiver.
6. Describe the need for demonstrating support of parent/child relationships.
7. Describe guidelines for communicating with parents/guardians of children.
8. Explain the ways and settings in which teachers can communicate with parents.

Application

1. Observe a parent/teacher progress conference and record information.
2. Observe and evaluate a parent/teacher interaction in a child care setting.

5.3 Identify community resources available to children and their families.

Cognitive

1. List the services and agencies available in the community which serve children and families.
2. Describe the types of services each vendor/agency provides.
3. Describe ways community agencies and resources can be tapped to enhance children's learning.

1ST	2ND	3RD	4TH	5TH	6TH

Application

1. Interview a community agency representative and record information on services provided and ways the agency enhances children's lives.
2. Observe and evaluate a community agency's sponsored activity.
3. Participate as a volunteer in a community agency's sponsored activity for children.

5.4 Explain the concept of child advocacy.

Cognitive

1. Define advocacy.
2. List the activities of a child advocate.

UNIT 6: SAFETY, HEALTH, NUTRITION

6.1 Demonstrate an understanding of safety rules and procedures in a child care setting.

Cognitive

1. Identify fire and safety regulations in the Texas Department of Human Services Minimum Standards For Day Care Centers handbook.
2. Summarize the need for proper climate control and lighting.

1ST	2ND	3RD	4TH	5TH	6TH

3. Discuss first aid supplies needed in a child care setting.
4. List procedures to follow during accidents, medical emergencies and environmental alerts.
5. Identify designated caregiver roles and responsibilities during accidents, medical emergencies and environmental alerts.
6. Define poisonous substances and plants.
7. Describe the manner in which to store medicines and cleaning agents, and to dispose of poisonous plants.
8. Define child abuse and child neglect.
9. Identify signs of child abuse and child neglect.
10. Describe procedures for responding to suspected child abuse and/or child neglect.
11. Discuss safety standards for equipment, furniture and toys.
12. Distinguish age-appropriate toys from age-inappropriate toys in terms of safety.
13. Describe the safe use of indoor and outdoor space for young children.

Application

1. Compose observation notes of safety practices at a local child care center.
2. Apply principles for maintaining a safe and healthy environment by:
    a. Rewriting the safety policies of a local child care center to meet safety standards.
    b. Planning an activity which teaches children about safety.
    c. Modeling safety rules and procedures to children.

6.2 Identify health and nutrition principles and practices in a child care setting.

Cognitive

1ST	2ND	3RD	4TH	5TH	6TH

1. Identify health regulations in the Texas Department of Human Services Minimum Standard for Day Care Centers handbook.
2. Discuss the four food groups and their importance in the diet.
3. List the goals for nutrition education.
4. Explain nutrition practices to use with children.
5. Evaluate the nutritional value of snacks and/or meals.
6. Point out health/safety considerations concerning children's clothing.
7. Identify health appraisal procedures to use with children.
8. Explain definitions and symptoms of childhood communicable diseases.
9. Discuss how caregivers can promote good physical and mental health in children.

Application

1. Observe and evaluate the sanitation standards in a child care setting.
2. Observe and evaluate health appraisal procedures of young children.
3. Demonstrate ways to assist children with clothing.
4. Plan a snack for children utilizing nutrition principles.

UNIT 7: PROGRAM MANAGEMENT

7.1 Identify career ladder titles and duties of early childhood professionals.

1ST	2ND	3RD	4TH	5TH	6TH

Cognitive

1. Describe each career level and its professional duties and responsibilities.
2. Distinguish the academic preparation and professional experiences needed for each career ladder level.
3. Describe the role of an assistant teacher when working as a member of the management team in a child care center.

Application

1. Observe an early childhood assistant teacher and an early childhood teacher; note the differences in their program responsibilities.
2. Observe early childhood professionals working with children; evaluate teamwork in managing an activity.

7.2 Describe child care center management procedures and policies.

1. Explain the standard operating procedures of a local child development center.
2. Explain the policies of a local child development center.
3. Explain the record keeping system of a local child development center.

STUDENT EVALUATION
EARLY CHILDHOOD PROFESSIONS I

The following statements apply to the Early Childhood Professions I course. Please indicate your agreement or disagreement by checking the appropriate box. The following scale will be used:

1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree
☐	☐	☐	☐

	1	2	3	4
1. The course presented an overview of early childhood professional preparation.	☐	☐	☐	☐
2. The content of the course enabled me to meet the competencies.	☐	☐	☐	☐
3. The course was well organized.	☐	☐	☐	☐
4. The required activities helped me to learn.	☐	☐	☐	☐
5. I was able to complete the required activities.	☐	☐	☐	☐
6. The field experiences allowed me to meet the course objectives.	☐	☐	☐	☐
7. The field experiences demonstrated quality child care as defined by NAEYC.	☐	☐	☐	☐
8. Transportation to field experiences was not a problem.	☐	☐	☐	☐
9. This course allowed adequate time to cover the material.	☐	☐	☐	☐
10. The required activities helped me to learn.	☐	☐	☐	☐
11. The course was what I expected.	☐	☐	☐	☐
12. I would recommend this course to a friend.	☐	☐	☐	☐

Student Evaluation
Early Childhood Professions I

Comments:

Things I liked best about the course.

Things I liked least about the course.

PARENT EVALUATION
OF
EARLY CHILDHOOD PROFESSIONS I

The following statements apply to the Early Childhood Professions I course. We value your opinions as a parent. Please take a few minutes to answer these questions by checking the appropriate box.

The scale is: 1 Strongly Agree ☐ 2 Agree ☐ 3 Disagree ☐ 4 Strongly Disagree ☐

		1	2	3	4
1.	The course provided my child with job skills.	☐	☐	☐	☐
2.	The course was well organized.	☐	☐	☐	☐
3.	My child was able to complete the required activities.	☐	☐	☐	☐
4.	Transportation to field experiences was not a problem.	☐	☐	☐	☐
5.	The textbook and materials were appropriate for the course.	☐	☐	☐	☐
6.	I would recommend this course to my best friend's child.	☐	☐	☐	☐

Comments:

Things I liked best about the course.

Things I liked least about the course.

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2 + 2 Tech Prep
Early Childhood Professions II
Curriculum Guide

A Four Year Articulated Program
For Secondary and Postsecondary Students

2 + 2 Tech Prep
Early Childhood Professions II
Curriculum Guide

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FOREWORD

The purpose of the 2 + 2 Tech Prep Early Childhood Professions program is to fulfill the need for available child care teachers and quality child care programs as identified by business and industry, the Bureau of Labor Statistics, and the National Association for the Education of Young Children. The Early Childhood Professions II curriculum guide is designed for students entering the second year of the 2 + 2 Tech Prep program. It is the second in a series of courses which builds to the postsecondary level in knowledge, skills application, and field experiences. Students must master competencies in Early Childhood Professions I before enrolling in this course. Early Childhood Professions I and II are based on the following principles:

- A mastery of competencies employers have identified.
- A structured and coordinated curriculum that begins in the 11th grade and is developed through the postsecondary level.
- A high school degree plan that emphasizes a mastery of communications, math, and science skills.
- One entry point, multiple exit points to the workforce.
- Elimination of course duplication and a head start on postsecondary training.

The purpose of this curriculum guide is to:

- Assist secondary 2 + 2 Early Childhood Professions instructors in the selection and use of instructional content, references, and materials for an effective instructional program.
- Improve the marketable skills of students through the use of occupational competencies stated in objective terms.
- Provide interested individuals, educational groups, and occupational groups information on the scope, sequence, and educational concepts needed for gainful employment in the field of Early Childhood Professions.

- To provide a basis upon which the instructor can progressively build a functional course of study in accordance with the performance standards recommended by child care/education professionals and as established by the Child Development Associate (CDA) Credentialing Program, and the National Association For The Education of Young Children (NAEYC).

Assistance in implementing the curriculum is available by contacting the 2 + 2 Early Childhood Project Office (1-800-792-3348 ext. 1690), the Central Texas College Child Development Department (817-526-1900), the Texas Education Agency's Department of Vocational Home Economics Education (512-463-9454) or the Texas Higher Education Coordinating Board, Division of Community Colleges (512-483-6250).

TABLE OF CONTENTS

Acknowledgments i

Compliance Statement iii

Foreword v

Table of Contents vii

Philosophy and Conceptual Framework 1

Field Experience Models 5

Early Childhood Professions

- Occupational Objectives 7
- Definition of Terms 9
- Proposed High School Degree Plan 12
- 2 + 2 Sequence of Competencies 15

Early Child Professions II Course Description 23

Competencies and Learning Activities By Unit

- Unit 1 - Professionalism 25
- Unit 2 - Child Growth, Development, and Learning 37
- Unit 3 - Guidance and Group Management 47

Table of Contents

	Unit 4 - Curriculum Development, Content, and Implementation	59
	Unit 5 - Family and Community Relation	69
	Unit 6 - Safety, Health, Nutrition	79
	Unit 7 - Program Management	87
Appendix		95
	Floor Plans	96
	Student Competency Profile	101
	Student Evaluation of Early Child Professions II	115
	Parent Evaluation of Early Child Professions II	117
References		119

PROGRAM ORGANIZATION, CONTENT

PHILOSOPHY

The 2 + 2 competency-based Early Childhood Curriculum was developed to reflect the views of the major national organizations for the education of young children. These organizations promote the belief that all children are entitled to quality care and education. To this end, the students who participate in the 2 + 2 Early Childhood Curriculum will be competent to provide young children with a developmentally appropriate curriculum and environment that integrates all areas of young children's development; social, emotional, cognitive and physical.

The Early Childhood professional must not only be a warm, nurturing and positive person who likes children, but also be knowledgeable of the principles and theories that form the foundation of the education and guidance practices advocated for young children. The 2 + 2 Early Childhood Curriculum provides students with a balance of cognitive challenges in conjunction with application of knowledge in a setting with young children.

Upon completion of two, three, or four years in the 2 + 2 continuum, the student will be a professional with a knowledge and experience base that will enable her/him to enter the child care/education industry well qualified to work with young children as a Teaching Assistant, Assistant Teacher, or Associate Teacher. The advantages to this training are four-fold:

- Children have better care and education.
- Working parents in the community are more productive in the workplace knowing that their children are receiving quality care and education.
- The 2 + 2 students are on a career ladder path that can take them in many directions with regard to working with young children.
- A better trained workforce in the child care and education field will enable the profession to gain recognition and status, and subsequently, improve the salaries of this underpaid group of dedicated professionals.

CONCEPTUAL FRAMEWORK

The 2 + 2 Early Childhood Curriculum is competency based and is organized around the seven areas nationally recognized as basic to appropriate care and education for young children. The competencies were developed with the assistance of the child care/education industry in Texas by means of a survey. Also imbedded in the curriculum are the essential elements for the Child Care and Guidance, Management and Services Course as prescribed by the Texas State Board of Education. The seven core areas of knowledge are professionalism; child growth, development and learning; guidance and group management; curriculum development, content and implementation; family and community relations; safety, health and nutrition; and program management. They are included at each level of the 2 + 2 curriculum, systematically expanding the student's knowledge and skills.

The first year student will be introduced to a basic understanding of the components of quality care and education for young children. They will gain knowledge through classroom instruction, and through guided observation of young children. Upon successful completion of 2 + 2 Early Childhood Professions I, the student will earn six hours of college credit (in escrow) for Introduction to Early Childhood Education. In the second year, the students will continue to expand their knowledge base in the classroom while beginning to apply their skills working directly with young children. Upon completion of 2 + 2 Early Childhood Professions II, the student will earn six hours of college credit in Curriculum Resources or its equivalent. The 12 hours of earned college credit will be validated upon completion of 12 hours of course work in an articulated 2 + 2 Early Childhood Education program at a Texas Community College. At the junior college level, students will critically examine theories and practices for specific age groups, and demonstrate the ability to plan for and implement appropriate learning environments, teaching strategies, and guidance practices with young children.

Student Field Experience

Grade 11 — Early Childhood Professions I (ECPI) students will have five or six field placements throughout the school year. This will provide them with a broad

knowledge and experience base in early childhood care and education.

Grade 12 — Early Childhood Professions II (ECPII) students will have two field placements during the school year, one each semester. This will provide them with in-depth of knowledge and experience in specific areas of early childhood care and education.

Grades 13 and 14 — Junior college students will have required observation/teaching assignments in the laboratory school on campus. They will also have additional experiences in community programs for young children.

Selection of a Training Site for Field Experience:

Placements for students should be carefully selected and based on pre-determined criteria to include:

a. developmentally appropriate curriculum
b. children served
c. type of program
d. pleasant atmosphere for children and staff
e. training of the staff
f. licensed
g. health and safety factors
h. location

Suggested Training Sites:

1. On-site (high school/college) Child Care Center
2. Pre-Kindergarten, Kindergarten Classrooms
3. Pre-School Special Education Classrooms
4. Speech Therapy Classroom
5. Head Start, REACH Programs
6. Licensed Private Child Care Centers
7. Hospital Pediatric (Child Life) Program
8. Department of Human Services Social Worker

9. After School Care (Latch Key)

10. Rehabilitation Center for Children

11. Elementary Counselor

12. Licensed Infant Care Center

The teacher responsible for 2 + 2 ECP should clarify the role of the student to the site supervisor. During the first year of 2 + 2 ECP training, the role of the student is primarily observational to provide opportunities to develop case studies on individual children, and to observe the application of strategies and practices learned about in class. The student will be expected to participate in and teach specific assigned activities and lessons.

The second year 2 + 2 ECP student, under the close supervision of the Lead Teacher, will be applying knowledge and therefore will be much more involved in supervising and teaching children.

The teacher and site supervisor should clearly delineate the level of student participation with children as well as other duties and responsibilities. The teacher and site supervisor should cooperatively develop a training plan that identifies the competencies the student-trainee is to acquire while on the job. This agreement should be signed by the student, ECP teacher and site supervisor.

The ECP teacher should clarify the responsibilities of the site supervisor. These should include:

- Provide the student with experiences to develop skills for their career goals.
- Build positive student-supervisor relationships through the student's job training.
- Reinforce the student's development of a mature attitude toward working with young children.
- Evaluate the student's competencies and progress cooperatively with the teacher and student.

The Student Competency Profile (see appendix) should be printed as a three part carbonless form to be used by the Early Childhood Professions teacher and the site supervisor, with the third copy given to the student.

Before placement, every student must have a TB test.

FIELD EXPERIENCE MODELS

2 + 2 Early Childhood Professions I and II

1. In 11th grade, 2 + 2 students will be enrolled in a two hour applied observation laboratory class. Students will spend six hours a week in the classroom and four hours a week in a supervised field experience to include pre-kindergarten and kindergarten classes in elementary schools, licensed child care centers and, if possible, a community college child development center. The students will rotate their assignment every six weeks in order to have a wide range of experiences in different settings with different populations of young children.

   In 12th grade, 2 + 2 students will be enrolled in a two hour laboratory class. Students will spend four hours a week in the classroom and six hours a week in a supervised field experience. The student will be assigned to a requested site each semester. This assignment will be based on student interest in a particular age level or career interest (elementary education, child care, child life, etc.).

2. In 11th grade, 2 + 2 students will be enrolled in a two hour applied observation laboratory class. Students will spend six hours a week in the classroom and four hours a week in a supervised field experience to include an on-site public school district child care center, pre-kindergarten and kindergarten classes in elementary schools, licensed child care centers and, if possible, a community college child development center. The students will rotate their assignment every six weeks in order to have a wide range of experiences in different settings with different populations of young children.

   In 12th grade, 2 + 2 students will be enrolled in a two hour laboratory class. Students will spend four hours a week in the classroom and six hours a week in a supervised field experience. The student will be assigned to a requested site for each semester. This assignment will be based on student interest in a particular age level or career interest (elementary education, child care, child life, etc.).

Occupational Objectives

Teaching Assistant: **Assist in the implementation of program activities under the direct supervision of teachers or assistant teachers.** The model 2+2 Teach Prep articulated curriculum for **Teaching Assistant** is designed to produce an individual who, upon completing competencies in Early Childhood Professions I and II with a satisfactory or higher evaluation, will have skills necessary to perform the duties of a teaching assistant. Students who have successfully completed Early Childhood Professions I and II are ready to begin work on the Child Development Associate (CDA) credential.

Assistant Teacher: **Implements program activities as part of a teaching team and shares responsibility for the care and education of a group of children. Assists in the planning and implementation of the curriculum, works with parents, and assesses the needs of individual children.** The model 2+2 Tech Prep curriculum for **Assistant Teacher** is designed to produce an individual who, upon completing competencies in grades 11, 12, and 13 in The Child Development Associate Program, with a satisfactory or higher evaluation, will have the skills and experience necessary to obtain the Child Development Associate (CDA) credential, and perform effectively as an assistant teacher. The curriculum includes preparation necessary to complete CDA requirements by the completion of the freshman year in college.

Associate Teacher: **Responsible for the care and education of a group of children. Plans and implements the curriculum, supervises other members of the teaching staff assigned to the group, works with parents, and assesses the needs of individual children for incorporation into curriculum planning.** The model 2+2 Tech Prep curriculum for **Associate Teacher** is designed to produce an individual who, upon completing competencies in grades 11,12, 13 and 14 with a satisfactory or higher evaluation, will earn an Associate of Applied Science (AAS) degree in Child Development and have the skills necessary to perform effectively as a teacher.

Teacher: **Has demonstrated experience in early childhood knowledge and practice. Responsible for the care and education of a group of children, and supervises and mentors other teaching staff.** Educational qualifications for **Teacher** include a minimum of three years experience as a teacher of young children, and a bachelor's degree. The Associate of Arts Degree option in the 2+2 Tech Prep model prepares the student to continue at a four year institution in a Child Development or Early Childhood program working toward a bachelor's degree in this field.

Director: **Responsible for overall administrative duties of an early childhood care and education program which includes: serving as a liaison among the board of directors, staff, and parents, and as a professional advisor to the board; policy making; program planning; financial management; record keeping; staff supervision and development; parent involvement; community relations and publicity; and program evaluation.** The model 2+2 Tech Prep curriculum includes a special option for the student who is interested in taking course work in child care management as part of his/her postsecondary education. Upon completion of the Child Development AAS degree program with an Administrator's Certificate, the student would be qualified to manage a small day care home. It is highly recommended that a person interested in child care management be counseled to pursue additional training, experience, and education towards a baccalaureate or master's degree, before considering a position in program management.

The Occupational Objectives were adapted from the National Association for the Education of Young Children (NAEYC) "Suggested Educational Roles in a Differentiated Staff Structure" (Willer, 1990).

DEFINITION OF TERMS

Age Appropriate Practice: The planning and implementing of activities and teacher behaviors in the young child's learning environment that are based on the knowledge of universal and predictable sequences of growth and change in children ages 0-9, and that program activities and behaviors will be different in each age span served.

Articulation: Is a planned process linking technical/vocational programs and services to assist students in making a smooth transition from secondary to postsecondary institutions without experiencing delays or duplication of learning.

Competency-Based Education: An instructional program designed to prepare students for specific jobs or careers and includes specifics terminal objectives. Competency-based programs are characterized by:

1. Involvement of business and industry in the determination of the job competencies and the expected performance levels required for successful employment within a defined job or cluster of jobs.

2. Course sequence which allows the mastery of competencies leading to the satisfactory performance of all identified job competencies.

Competency: A grouping of tasks, knowledge, and attitudes needed for the performance of a job or function. The performance of a job or function may require the use of one or more competencies.

Course: Organized subject matter in which instruction is offered within a given period of time, and for which credit toward graduation or certification is upon mastery of learning objectives.

Curriculum: (1) A systematic group of courses or sequences of subjects required for graduation or certification in a major field or study, for example, social studies curriculum, physical education curriculum; (2) a general overall plan of the content or specific materials of instruction that the school offers the student by way of qualifying him for graduation or certification or for entrance into a professional or a vocational field.

Developmentally Appropriate Practice: The planning and implementing of teaching strategies and activities in a young child's environment that are both age appropriate and individually appropriate; that is, the program is designed for the age group served and implemented with attention to the needs and differences of the individual children enrolled.

Early Childhood: Birth through age eight

Early Childhood Care and Education: This term is used throughout the document to reflect the philosophy that developmentally appropriate environments for young children go beyond "Day Care", "Child Care", or "Early Childhood Education." That is, care and education are linked. Therefore, early childhood professionals must provide a safe, healthy, and nurturing environment that also promotes cognitive, emotional, physical, and social development in infants, toddlers, and preschoolers.

Enabling Objective: A distinct and identifiable activity that is measurable and constitutes logical and necessary steps in the performance of work. It is composed of one or more process-type actions and aids students' progress towards achievement of a terminal objective.

Essential Element: As used in this report an essential element is interpreted to mean; (1) fundamental skills/knowledge which are central (core) to the objectives of the instruction or curriculum being pursued; (2) a course of study; or (3) a unit of instruction if the course is of more than one semester in length.

Exit Points: Specified points in the sequence of courses for a technical or occupational program at which a student may exit the program, receive a certificate, and possess the competencies required for employment in an identified occupation.

Field Experience: Learning activities and skills application which occur away from the classroom and in a child care and/or educational setting, to include business and industries in the community.

Functional Area or Job: The major divisions of an occupation. Examples of the jobs or functions of a teacher are instruction, student guidance, professional development, etc. A job or function may be composed of one or more competencies necessary to complete a job or function.

Individually Appropriate: The planning and implementing of teaching strategies and activities which are based on the knowledge that children in a specific age group have differing needs based on individual children's growth patterns, strengths, interests, and experiences.

Knowledge Test: A test used to assess mastery of knowledge (cognitive) tasks including both written and oral testing.

Learning Activity: The required and/or optional learning steps that a student takes to complete an enabling objective

Mastery: A level of performance or achievement that meets a specified occupational standard.

Occupation: A specific occupation in an occupational division. A vocational instructor (teacher) is a specific occupation in the occupational division of education.

Occupational Field: A categorical clustering of occupations such as professional occupations, agricultural occupations, etc.

Performance Objective: A statement which describes what the learner must do to demonstrate mastery of a task. A performance statement contains a condition behavior, and a standard.

Performance Test: A test used to assess a student's mastery of a psychomotor skill.

Steering Committee: A group of representatives of industry and education who can provide useful information about an occupational area or function, matters related to the requirements of the occupation, or the local job market.

Terminal Performance Objective: An intended outcome of instruction that is stated in general terms and is further defined by a set of specific enabling objectives.

Vocational Home Economics: Instructional programs that prepare individuals for paid employment in recognized occupations involving knowledge and skills based on one or more subject area(s) of home economics.

"2+2" Programs: Articulated, competency-based technical and vocational programs which link the last two years of secondary education with the first two years of postsecondary education to create a strong four-year curriculum which produces graduates with advanced skills. This type of articulation streamlines occupational program fundamentals in order to make room in the two-year postsecondary curriculum to teach more advanced technical skills that students would normally receive in a traditional or time-shortened program.

2 + 2 Child Care Occupations
Proposed High School Course Selections
GENERAL TRACK EXITING TO CENTRAL TEXAS COLLEGE

Grade 9	Grade 10	Grade 11	Grade 12
English I or Correlated Language Arts	English II or Correlated Language Arts	English III or Correlated Language Arts	English IV or Correlated Language Arts
Algebra I or Pre-Algebra	Algebra II or Geometry or Algebra I	Geometry or MOCE or Algebra II	Geometry or Elective
Physical Science or Introduction to Biology	Biology or Physical Science or Astronomy or Meteorology or MSCI	+ Elective	+ Elective
World Geography or World History	+ Elective	U.S. History	U.S. Government/Economics
PE/Health	+ Elective	Early Childhood Professions I	Early Childhood Professions II
Comprehensive H.E.	Food, Science, Nutrition/ Parenting and Child Development		

+ A computer literacy course is recommended as part of students' course work.

2 + 2 Child Care Occupations
Proposed High School Course Selections
ADVANCED TRACK EXITING TO CENTRAL TEXAS COLLEGE OR FOUR YEAR UNIVERSITY

Grade 9	Grade 10	Grade 11	Grade 12
Honors* (H) English I	(H) English II	(H) English III	(H) English IV
(H) Algebra I	(H) Algebra II	Geometry	+Elective
Physical Science or +Other Science Elective	(H) Biology I or Physical Science or +Other Science Elective or +Other subject Elective	Chemistry or +Other Science Elective	(H) Chemistry II or (H) Physics or +Other Elective
(H) World History or World Geography	+Elective	(H) U.S. History	(H) U.S. Government/Economics
PE/Health	Food, Science/Nutrition/ Parenting and Child Development	Early Childhood Professions I	Early Childhood Professions II
Foreign Language	Foreign Language		

* (H) designates that the course can be taken at the advanced level with honors, if the student is enrolled in the Honors Program.

+ Two of these electives would come from fine arts and computer science, required in this graduation program.

EARLY CHILDHOOD PROFESSIONS

Sequence of Competencies By Learning Unit

Learning units covered at each level of the 2+2 Early Childhood Professions Program include:

1 Professionalism

2 Child Growth, Development, and Learning

3 Guidance and Group Management

4 Curriculum Development, Content, and Implementation

5 Family and Community Relations

6 Safety, Health, and Nutrition

7 Program Management

Unit 1

PROFESSIONALISM

Early Childhood Professions I:	Early Childhood Professions II:	Postsecondary:
1.1 Demonstrate an understanding of the characteristics of an early childhood education professional.	**1.1** Practice the characteristics of an early childhood education professional.	**1.1** Model the professional characteristics of an early childhood educator.
1.2 Demonstrate an understanding of employment opportunities and requirements in early childhood care and education.	**1.2** Demonstrate the skills needed to locate and obtain employment.	**1.2** Demonstrate the professional skills needed for entry into the early childhood care profession as an associate teacher.
1.3 Explain the types and models of child care/education programs.	**1.3** Demonstrate a knowledge of early childhood professional organizations.	**1.3** Recognize the need for participation in professional organizations for young children.
1.4 Demonstrate an understanding of the history of early childhood care and education.	**1.4** Identify current issues and legislation relating to early childhood care and education.	**1.4** Recognize current leaders and forces shaping early childhood care and education.

Unit 2

HUMAN GROWTH, DEVELOPMENT, AND LEARNING

Early Childhood Professions I:	Early Childhood Professions II:	Postsecondary:
2.1 Summarize the major stages of development in children through age 8.	**2.1** Describe major child development theories.	**2.1** Analyze the major child development theories.
2.2 Point out common influences in the growth and development of the whole child.	**2.2** Practice behaviors that promote healthy development in children.	**2.2** Demonstrate teacher behaviors that promote healthy development in children.
2.3 Identify age appropriate learning environments for children.	**2.3** Plan age appropriate learning environments for children.	**2.3** Implement age appropriate learning environments for children.
2.4 Identify major handicapping conditions in special needs children.	**2.4** Explain interventions to use when working with special needs children.	**2.4** Utilize interventions while working with special needs children.

Unit 3

GUIDANCE AND GROUP MANAGEMENT

Early Childhood Professions I:	Early Childhood Professions II:	Postsecondary:
3.1 Explain components of effective communication between caregiver and children.	**3.1** Practice components of effective communication with children.	**3.1** Demonstrate effective communication skills when working with children.
3.2 Demonstrate an understanding of guidance approaches to use when working with children.	**3.2a** Identify major guidance approaches in early childhood education.	**3.2a** Develop and implement a guidance plan for a specified age group.
	3.2b Practice guidance approaches when working with children.	**3.2b** Performs skillfully appropriate guidance techniques when working with children.
3.3 Explain teacher behaviors which facilitate learning activities.	**3.3** Practice teacher behaviors which facilitate learning activities.	**3.3** Demonstrate teacher behaviors which facilitate learning activities.
3.4 Identify characteristics of children who have problems resolving their difficulties and developing self control.	**3.4** Practice guidance approaches when working with children who have persistent social and/or emotional problems.	**3.4** Develop and implement an age-appropriate guidance plan for a child who has persistent social and/or emotional problems.

Unit 4

CURRICULUM DEVELOPMENT, CONTENT, AND IMPLEMENTATION

Early Childhood Professions I:	Early Childhood Professions II:	Postsecondary:
4.1 Explain the principles of a developmentally appropriate curriculum.	**4.1** Evaluate the use of a developmentally appropriate curriculum with young children.	**4.1** Implement a developmentally appropriate curriculum for a selected age group.
4.2 Identify the principles of planning for young children.	**4.2** Plan and teach a developmentally appropriate unit study for for young children.	**4.2** Plan and teach a developmentally appropriate curriculum for young children.
4.3 Explain the purpose of each of the major content areas in an early childhood setting.	**4.3** Plan implementation of major content areas in an early childhood setting.	**4.3** Design interest centers for a specific age group in all the major content areas.
4.4 Discuss ways to adapt the curriculum for special needs children.	**4.4** Plan ways to adapt the curriculum for special needs children.	**4.4** Plan and implement an individualized program for a special needs child.

Unit 5

FAMILY AND COMMUNITY RELATIONS

Early Childhood Professions I:	Early Childhood Professions II:	Postsecondary:
5.1 Demonstrate an understanding of the diversity in family units and roles.	**5.1** Evaluate an early childhood education program for multi-cultural and non-sexist themes.	**5.1** Plan and implement program activities which incorporate multi-cultural, non-sexist themes and materials.
5.2 Explain the relationship between parents and child care providers.	**5.2** Plan communication strategies to strengthen parent/child care provider relationships.	**5.2** Implement communication strategies which strengthen parent/child care provider relationships.
5.3 Identify community resources available to children and their families.	**5.3** Demonstrate an understanding of the role of the Department of Human Services in child care settings.	**5.3** Inform parents of service available to families.
5.4 Explain the concept of child advocacy.	**5.4** Plan advocacy activities to strengthen developmentally appropriate child care programs in the community.	**5.4** Implement advocacy activities which strengthen developmentallyappropriate child care programs in the community.

Unit 6

SAFETY, HEALTH, AND NUTRITION

Early Childhood Professions I:	Early Childhood Professions II:	Postsecondary:
6.1 Demonstrate an understanding of safety rules and procedures in a child care setting.	**6.1** Apply safety rules and procedures in a child care setting.	**6.1** Perform by means of monitoring, teaching, supervising, and applying safety principles in a child care setting.
6.2 Identify health and nutrition principles and practices in a child care setting.	**6.2** Utilize health and nutrition practices in a child care setting.	**6.2** Perform by means of monitoring, teaching, supervising, and applying health/nutrition principles and regulations in a child care setting.

Unit 7

PROGRAM MANAGEMENT

Early Childhood Professions I:	Early Childhood Professions II:	Postsecondary:
7.1 Identify career ladder titles and duties of early childhood professionals.	**7.1** Identify the administrative duties of an entry level early childhood professional.	**7.1** Identify the administrative duties of an early childhood education director.
7.2 Describe child care center management procedures and policies.	**7.2** Assist with management procedures and policies.	**7.2** Apply management procedures and policies in a child care setting.
	7.3 Demonstrate an understanding of the Texas Department of Human Services Minimum Standards For Day Care Centers.	**7.3** Complies with the Texas Department of Human Services Minimum Standards For Day Care Centers.

Course Description

Course Title: Early Childhood Professions II

Credit: 2.00 (high school)

Prerequisite: Successful completion of Early Childhood Professions I.

Course Description: This is the second year of the 2+2 Early Childhood Professions Program. Students must demonstrate mastery of competencies taught in grade 11 before enrolling in this course. This one year course combines advanced academic instruction and field experiences in child development theories, learning activities, program management, curriculum planning, teaching, and leadership.

Students will spend four hours a week in the classroom and six hours a week in a supervised field experience applying the knowledge they have learned in class. Field experiences require students to travel independently to their assignments.

Upon completion of this course students may exit from the program and pursue a job as an assistant teacher in a child care/education facility. Students who have mastered Early Childhood Professions I and II competencies at a satisfactory or higher level will earn a total of twelve college credit hours, applicable upon completion of a semester of work in a 2+2 Tech Prep Child Development Program at a Texas community college.

Course Objective: Upon completion of the course the student will be able to apply basic concepts of child guidance and development theories; instructional theories, and program and curriculum management principles as demonstrated by mastery of competencies in the functional areas of health, safety and nutrition; human growth, development and learning; curriculum development; guidance and group management; family and community relations; program management, and professionalism.

UNIT 1

PROFESSIONALISM

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COURSE: Early Childhood Professions II

Unit 1: Professionalism

Competency 1.1:

Practice the characteristics of an early childhood education professional.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the learner will practice the characteristics of an early childhood educational professional, achieving a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Application:

The Learner will:

1. Arrive to work on time.
2. Avoid absenteeism.
3. Demonstrate sensitivity to others.
4. Display enthusiasm.
5. Display sense of humor.
6. Display empathy.
7. Display patience.
8. Display and maintain a positive attitude.
9. Take initiative in the classroom.
10. Follow written and oral instructions to complete job tasks.
11. Demonstrate organizational abilities.
12. Maintain confidentiality.

Competency 1.1:

Practice the characteristics of an early childhood education professional.

Suggested Activities:

1. Read a copy of the employee handbook from field experience site, interview site supervisor for clarification on policies before field experience work begins, and record information in journal.

2. Keep a self-assessment journal of field experience performance at the early childhood site; identify where performance can be improved, evaluate competence in a certain area of job responsibility, and compare own performance against professional, service regulations, and competency guidelines.

References:

Phillips, Carol Brunson, Essentials For Child Development Associates Working With Young Children, pp. 1-20.

COURSE: Early Childhood Professions II

Unit 1: Professionalism

Competency 1.2:

Demonstrate the skills needed to locate and obtain employment.

Terminal Performance Objective:

Given text, supplemental material, guest speakers, and field experiences, the learner will demonstrate the skills needed to locate and obtain employment, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Learner will:

1. Determine type of job wanted; locate sources of job information; record information.
2. Complete personal resume.
3. Complete simulated job application.

Application:

1. Complete simulated job interview.
2. Complete simulated follow up procedures.

Competency 1.2:

Demonstrate the skills needed to locate and obtain employment.

Suggested Activities:

1. Read and discuss Careers With Young Children. Make and prioritize a list of three careers of interest in the field of early childhood education.

2. Interview a professional in each of the career fields chosen. Share interview information with class members.

3. Collect newspaper advertisements for one week, and research employment opportunities in current professional journals. List job opportunities desired and share the job openings with class.

4. Read and discuss High Impact Resumes and Letters (or any good book on resume writing).

5. Using text information, write a resume for a desired job, using present and past experience as a basis for content.

6. Obtain an application from field experience site; complete application for the position of teaching assistant.

References:

Seaver, J.W., C.A. Cartwright, Careers With Young Children, National Association For The Education of Young Children.

Krannich, Ronald, High Impact Resumes and Letters.

Competency 1.2:

Demonstrate the skills needed to locate and obtain employment.

Suggested Activities:

7. Working in pairs, simulate a job interview for the position of teaching assistant, taking turns being interviewer and interviewee. Conduct interviews using characteristics of an early childhood professional checklist and enabling objectives, ECPII, Competency 1.1.

References:

COURSE: Early Childhood Professions II

Unit 1: Professionalism

Competency 1.3:

Demonstrate a knowledge of early childhood professional organizations.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the learner will demonstrate a knowledge of early childhood professional organizations, achieving 80% mastery on the knowledge test.

Enabling Objectives

Cognitive:

The Learner will:

1. Explain the philosophy, objectives and goals of the National Association for the Education of Young Children (NAEYC).
2. Explain the purpose and goals of the National Academy of Early Child Programs.
3. Explain the purpose and goals of local NAEYC chapters.
4. Describe the goals and objectives of the Southern Association of Children Under Six (SACUS).
5. Describe the goals and objectives of The Children's Defense Fund.

Competency 1.3:

Demonstrate a knowledge of early childhood professional organizations.

Suggested Activities:

1. Using a checklist, observe an early childhood program and evaluate the use of philosophy, objectives, and goals being applied from the National Association For the Education of Young Children's (NAEYC) Position Statement, and Statement of Commitment.

2. Interview a director of an early childhood program that is accredited by the National Academy of Early Childhood Programs to discuss accreditation standards.

3. Invite the local chapter president of NAEYC to come speak on goals and activities for the year, and how students can participate in chapter programs.

4. Read and discuss "Continuity of Learning For Four-to-Seven Year-Old Children." Using a checklist, interview an early childhood director or principal to assess the use of SACUS guidelines in a specific program.

References:

Bredekamp, Sue, Developmentally Appropriate Practice In Early Childhood Programs Serving Children From Birth Through Age 8, pp. 1-3.

Phillips, Carol Brunson, Essentials For Child Development Associate Working With Young Children, pp. 30-36.

Bredekamp, Sue, Accreditation Criteria and Procedures of the National Academy of Early Childhood Programs, National Association For the Education of Young Children.

Southern Association on Children Under Six, "Continuity of Learning For Four-to-Seven-Year-Old Children," Little Rock, Arkansas (author). 1990.

Competency 1.3:

Demonstrate a knowledge of early childhood professional organizations.

Suggested Activities:

5. Research goals and activities and achievements of The Children's Defense Fund organization and share information with class.

References:

COURSE: Early Childhood Professions II

Unit 1: Professionalism

Competency 1.4:

Identify current issues and legislation relating to early childhood care and education.

Terminal Performance Objective:

Given text, supplemental material, and guest speakers, the learner will identify current issues and legislation relating to early childhood care and education, achieving 80% mastery on the knowledge test.

Enabling Objectives

Cognitive:

The Learner will:

1. Identify and describe current laws which affect early childhood care and education.
2. Explain current early childhood care and education issues.

Competency 1.4:

Identify current issues and legislation relating to early childhood care and education.

Suggested Activities:

1. Invite an early childhood specialist from the Texas Education Agency to discuss current bills affecting young children in child care and education programs.

2. After conducting research, hold a class panel discussion on a legislative bill affecting children in child care and education.

3. List key goals of the Committee For Economic Development's agenda on child development and education. Discuss how students can affect change in two or more agenda areas.

4. Read and discuss "Economic Issues Related To Child Care and Early Childhood Education."

5. Invite a Department of Human Services social worker to discuss Texas child care regulations and their effect on child care centers.

References:

Hamburg, Sandra, "The Unfinished Agenda Must Be Met," Young Children, pp. 29-32. May 1991. National Association For The Education of Young Children.

Edelman, Marian, "Economic Issues Related To Child Care and Early Childhood Education," Teachers College Record, Spring 1989. Annual Editions: Early Childhood Education 91/92.

Wingert, Pat, "The Day Care Generation," pp. 230-232. Annual Editions: Early Childhood Education 91/92.

209

Competency 1.4:

Identify current issues and legislation relating to early childhood care and education.

Suggested Activities:

6. Research and record information on laws regarding: Freedom of Information Act; Release of child to someone other than parents; medical treatment of children.

References:

Treadwell, Lujuana Wolfe, The Family Day Care Providers' Legal Handbook, BANANAS, Inc.

Texas Human Resources Code, Chapter 42 Regulation of Child-Care Facilities.

UNIT 2

CHILD GROWTH, DEVELOPMENT, LEARNING

COURSE: Early Childhood Professions II

Unit 2: Child Growth, Development, and Learning

Competency 2.1:

Describe major child development theories.

Terminal Performance Objective:

Given text, supplemental material, and research opportunities, the learner will describe major child development theories, achieving 80% mastery on the knowledge test.

Enabling Objectives

Cognitive:

The Learner will:

1. Compare and contrast naturist and nurturist theories of development.
2. Define the interactionist theory of development and learning.
3. Explain the psychoanalytic theory of development and learning.
4. Identify major child development theorists and their contributions to the field of early childhood education.
5. Evaluate the major learning theories when planning developmentally appropriate learning experiences for children.
6. Identify the components and age-related stages of Jean Piaget's developmental learning theory.

Competency 2.1:

Describe major child development theories.

Suggested Activities:

1. Begin a case study of a child by posing a question about behavior and using naturalistic observation methods to answer the question. Record information and share with class.

2. In groups, compare and contrast theories of development and learning; list information on a large bulletin board.

3. Invite a panel of local psychologists and/or child counselors to discuss successful applications of learning theories with children. Record information in journal.

4. Research and give an oral report on a child development theorist known for his/her contribution in the field of early childhood education.

5. After reviewing the social learning model of learning, observe a group of children and adults during several activities. Record instances where a child imitated an adult or another child. Evaluate whether effective modeling took place. Share information with class.

References:

Harris, Christine, Child Development, p. 24.

Harris, Christine, Child Development, pp. 27-51.

Texas Tech Home Economics Curriculum Center, Principles and Theories of Child Development: Student Laboratory Manual, p. 42.

213

Competency 2.1:

Describe major child development theories.

Suggested Activities:

6. Examine Freud's theory of psychosexual development. Observe a group of children one hour a day for several days, and record examples of defense mechanisms observed. Share information with class.

7. Read and discuss the cognitive developmental theory of Piaget. Choose a Piagetian task (e.g., conservation, reversibility) and obtain materials to perform the activity. Select a child within the appropriate age level and administer activity. Evaluate the child's developmental level.

References:

Texas Tech Home Economics Curriculum Center, Principles and Theories of Child Development: Student Laboratory Manual, p. 43.

Texas Tech Home Economics Curriculum Center, Principles and Theories of Child Development: Student Laboratory Manual, p. 44.

COURSE: Early Childhood Professions II

Unit 2: Child Growth, Development, and Learning

Competency 2.2:

Practice behaviors which promote healthy development in children.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the learner will practice behaviors which promote healthy development in children with a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Application:

The Learner will:

1. Respond quickly and with tenderness to infants' cries or calls of distress.
2. Interact with a baby in a way which is sensitive to infant's level of tolerance for physical movement, louder sounds, and other changes.
3. Frequently talk with, sing to, and read to infants.
4. Respond consistently to infants' needs for food and comfort.
5. Show acceptance of infants' and toddlers' individual feeding and sleeping schedules.
6. Praise children's accomplishments.
7. Model types of interactions with others for children to emulate.
8. Display a healthy, accepting attitude about the child's body and functions while changing and diapering a baby or teaching a child to use the toilet.
9. Display a positive, cheerful attitude while feeding a baby.
10. Exhibit acceptance of children's developing preference for familiar objects, foods, and people.
11. Provide opportunities for 3 year olds to demonstrate and practice newly developed self help skills.

Competency 2.2:

Practice behaviors which promote healthy development in children.

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12. Interact with children in a way which fosters self esteem and a positive feling toward learning.
13. Provide opportunities to extend children's language and musical abilities.
14. Provide opportunities for children to develop fine motor skills.

Competency 2.2:

Practice behaviors that promote healthy development in children.

Suggested Activities:	References:
1. Videotape self at field experience site. Using a checklist, self-evaluate skill levels of two to four enabling objectives (1-12) from competency 2.2.	
2. After working with children at a field site for two weeks, initiate an interview with supervisor to discuss strengths and goals. Record information.	
3. Read and discuss "Creative Music." Plan and implement a music activity which fits into the field experience site's weekly program.	Mayesky, Mary, Creative Activities For Young Children, pp. 243-260.
4. View and discuss Music Across The Curriculum. Observe an early childhood program for a week and evaluate how music is integrated into the program.	South Carolina Educational Television, Music Across The Curriculum. Videotape.
5. Read and discuss "Art and Physical-Mental Growth." Plan and implement an art activity which fits into the field experience site's weekly program.	Mayesky, Mary, Creative Activities For Young Children, pp. 93-114.

217

COURSE: Early Childhood Professions II

Unit 2: Child Growth, Development, and Learning

Competency 2.3:

Plan age appropriate learning environments for children.

Terminal Performance Objective:

Given text, supplemental material, guest speakers, and field experiences, the learner will plan age appropriate learning environments for children, achieving a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Application:

The Learner will:

1. Plan a play activity which promotes positive social and emotional development.
2. Plan a developmentally appropriate interest center activity.
3. Plan a developmentally appropriate learning station activity.
4. Plan a play yard for a specific age group which promotes healthy development.

Competency 2.3:

Plan age appropriate learning environments for children.

Suggested Activities:

1. View and discuss Play and Learning.

2. After reading "The Role of Creative Play In Development," plan a play activity for a specific age group. Prepare a checklist to evaluate activity.

3. Invite a panel of early childhood program directors to discuss components of successful interest center and learning station activities. Record information.

References:

Biber, Barbara, Play and Learning. NAEYC.

Mayesky, Mary, Creative Activities For Young Children, pp. 196-223.

219

COURSE: Early Childhood Professions II

Unit 2: Child Growth, Development, and Learning

Competency 2.4:

Explain interventions to use when working with special needs children.

Terminal Performance Objective:

Given text, supplemental material, guest speakers, and field experiences, the learner will explain interventions to use when working with special needs children, achieving 80% mastery on the knowledge test.

Enabling Objectives

Cognitive:

The Learner will:

1. Explain how to adapt the environment of the child with impaired vision.
2. Explain how to adapt the environment for the child with gross motor impairment.
3. Explain interventions for the hearing impaired.

Competency 2.4:

Explain interventions to use when working with special needs children.

Suggested Activities:

1. Invite a specialist in sports training and/ or sports medicine to discuss how to modify play activities for a variety of special needs children.

2. Invite a Head Start child specialist to speak on curriculum modifications to use with special needs children.

3. Research and discuss the components of an Individualized Education Plan for a special needs child.

4. Conduct research and create a bulletin board listing the teacher's roles in working with special needs children.

References:

Harris, Christine, Child Development, pp. 421, 457-458.

Machado, Jeanne, Early Childhood Experiences in Language Arts, pp. 233-245.

Herr, Judy, Working With Young Children, pp. 418-434.

221

UNIT 3

GUIDANCE

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COURSE: Early Childhood Professions II

Unit 3: Guidance and Group Management

Competency 3.1:

Practice components of effective communication with children.

Terminal Performance Objective:

Given text, supplemental material, guest speakers, interview information, and field experiences, the learner will practice components of effective communication with children, achieving a satisfactory or higher evaluation on performance tests.

Enabling Objectives

Cognitive:

The Learner will:

1. Respond quickly and directly to children.
2. Plan individual and small group activities that provide varied opportunities for children to learn communications skills.
3. Listen attentively to individual children.
4. Encourage children to use communications skills to resolve conflict.

Competency 3.1:

Practice components of effective communication with children.

Suggested Activities:

1. Video or audiotape interactions with children during field site experience. Using a checklist, complete a self-evaluation on: responding quickly and directly; listening attentively, and encouraging children to use communication skills to resolve conflicts.

2. Role play words you would use at the field site experience for the following:

- when a toddler pulls another child's hair
- when a sleepy child whines or cries.
- when a child takes another child's toy.

Discuss with ECPII teacher the effectiveness of different words in these situations.

3. From the role play activity, make prompt cards with effective wording to hang in classroom.

4. Read and discuss "Communicating With Children," and complete the "praise exercise", and the "clear message" exercise. Role play exercises in class.

References:

Army Child Development Services, A Handbook For Army Education Program Specialists," Guidance: Pre-Training Assessment", pp. T-16 - T19.

Cherry, Clare, Please Don't Sit On The Kids, pp. 99-116.

Competency 3.1:

Practice components of effective communication with children.

Suggested Activities:

5. Read and discuss "Communication," from Creative Resources For The Early Childhood Classroom. Plan two or more activities from the chapter to use at field experience site. Practice activity with classmates. Modify for age appropriateness, and site supervisor's needs.

References:

Herr, Judy, Creative Resources For The Early Childhood Classroom.

COURSE: Early Childhood Professions II

Unit 3: Guidance and Group Management

Competency 3.2a:

Identify major guidance approaches in early childhood education.

Terminal Performance Objective:

Given text, supplemental material, guest speakers, interview information, and field experiences, the learner will identify major guidance approaches in early childhood education, achieving 80% mastery on the knowledge test.

Enabling Objectives

Cognitive:

The Learner will:

1. Identify the major theories that have shaped guidance approaches with young children.
2. Evaluate the use of modeling in guiding children.
3. Evaluate the use of behavior modification in guiding children.
4. Evaluate the use of cognitive approaches in guiding children.
5. Evaluate the use of psychoanalytic approaches in guiding children.
6. Compare and contrast discipline and punishment.
7. Compare and contrast praise and encouragement.
8. Compare and contrast time-out and re-direction.

Competency 3.2a:

Identify major guidance approaches in early childhood education.

Suggested Activities:

1. Read text and/or reference material on guidance theories. Create a small booklet which identifies and defines theories.

2. Read and discuss text material on guiding children. Compare and contrast: praise and encouragement, discipline and punishment, time-out and re-direction.

3. View Discipline: Appropriate Guidance of Young Children. Record information in journal.

4. Prepare two mini case studies on discipline situations. Identify the type of guidance approach recommended for each study. Discuss answers in class.

References:

Marion, Marian. Guidance of Young Children, pp. 105-195.

Cherry, Clare, Please Don't Sit On The Kids.

National Association For The Education of Young Children. Discipline: Appropriate Guidance of Young Children. #855. Videotape. (author).

Conway, Mary, et. al. California Child Care Occupations Curriculum, pp. 109-111.

COURSE: Early Childhood Professions II

Unit 3: Guidance and Group Management

Competency 3.2b:

Practice guidance approaches when working with children.

Terminal Performance Objective:

Given text, supplemental material, guest speakers, interview information, and field experiences, the learner will practice guidance approaches when working with children, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Learner will:

1. Observe and evaluate guidance approaches used with children in a care/education setting.
2. Describe the stages involved in children's understanding of rules.
3. Show respect towards each individual child.

Application:

1. Use a variety of age-appropriate positive guidance approaches to promote self control, independence and high self esteem.
2. Communicate to children ways to recognize, accept, and communicate their feelings.
3. Use a variety of activities that promote smooth transitions from one activity to another.
4. Conduct activities in a positive, relaxed manner to reduce tension and stress.
5. Model consistent behaviors to promote trust with children.
6. Plan ways to assist children in their adjustment to child care.

Competency 3.2b:

Practice guidance approaches when working with children.

Suggested Activities:

1. Record observed guidance approaches used with children at the field experience site. Evaluate approach for effectiveness. State a possible alternate approach, recording words to use, actions to take.

2. Read and discuss text material on the stages involved in a child's understanding of rules. Discuss effective interventions to use with children at each stage of understanding.

3. Using periodical material, site supervisor's resources, plan and implement transition activities for one day at the field experience site. Include activities for:

   - arrival at the center preschool
   - cleaning up
   - preparing for another activity
   - waiting for others to complete activities

4. Using a self-made checklist, evaluate the effectiveness of transition activities and share information with class.

References:

Marion, Marian, Guidance of Young Children, pp. 205-225.

Seefeldt, Carol, Early Childhood Education, pp. 193-195.

Marion, Marian, Guidance of Young Children, pp. 174-185.

Baker, Betty Ruth, "Transition Time: Make It A Time Of Learning For Children," Annual Editions: Early Childhood Education, 90/91, pp. 198-200.

COURSE: Early Childhood Professions II

Unit 3: Guidance and Group Management

Competency 3.3:

Practice teacher behaviors which facilitate learning activities.

Terminal Performance Objective:

Given text, supplemental material, guest speakers, interview information, and field experiences, the learner will practice teacher behaviors that facilitate learning activities, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Application:

The Learner Will:

1. Observe program activities and record suggestions for changes.
2. Assist classroom teacher in writing a weekly plan.
3. Practice encouragement, re-directing, and modeling with children in a care/education setting.
4. Exhibit consistency when setting and maintaining limits.
5. Closely supervise children during a variety of activities.
6. Demonstrate "withitness" when supervising children during activities.
7. Conduct activities in a positive, relaxed manner.
8. Ask open-ended questions to stimulate thinking and learning.
9. Invite children to take the initiative in generating ideas and problem solving.

Competency 3.3:

Practice teacher behaviors which facilitate learning activities.

Suggested Activities:

1. Invite an early childhood teacher to discuss procedures and methods of lesson planning for a specific age group, and how teaching assistants are utilized in lesson planning. Record information.

2. Plan a weekly plan with field site supervisor, recording procedures, methods, and specific role of field experience student.

3. Using a checklist, self-evaluate skills in teaching behaviors: withitness, consistency, re-directing, and modeling.

4. Role play a teacher-facilitated, child-oriented problem solving session.

References:

McNergney, Robert, Guide To Classroom Teaching.

Marion, Marian. Guidance of Young Children, pp. 245-265.

COURSE: Early Childhood Professions II

Unit 3: Guidance and Group Management

Competency 3.4:

Practice guidance approaches when working with children who have persistent social and/or emotional problems.

Terminal Performance Objective:

Given text, supplemental material, guest speakers, interview information, and field experiences, the learner will practice guidance approaches when working with children who have persistent social and/or emotional problems, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Application:

The Learner will:

1. Observe and record the behaviors of a child who is displaying persistent social and/or emotional problems.
2. Observe and record the behaviors of a teacher and parent developing a guidance plan for an individual child.
3. Practice guidance approaches in the child's individual plan when working with that child.

Competency 3.4:

Practice guidance approaches when working with children who have persistent social and/or emotional problems.

Suggested Activities:

1. Read and discuss text material on dealing with patterns of chronic misbehavior.

2. Invite a psychologist to discuss interventions to use with children who display chronic misbehavior. Record information.

3. With site supervisor's consent, observe and record behaviors of a child who displays persistent social and/or emotional problems.

4. Record procedures and proposed strategies discussed during a parent/teacher planning conference for developing an individual guidance plan for a child.

5. Assist teacher in working with a child on an individualized guidance plan, following directives of written plan.

References:

Miller, Darla, Positive Child Guidance, pp. 285-313.

UNIT 4

CURRICULUM DEVELOPMENT, IMPLEMENTATION

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COURSE: Early Childhood Professions II

Unit 4: Curriculum Development, Content, and Implementation

Competency 4.1:

Evaluate the use of a developmentally appropriate curriculum with young children.

Terminal Performance Objective:

Given text, supplemental material, guest speakers, interview information, and field experiences, the learner will evaluate the use of a developmentally appropriate curriculum with young children, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Learner Will:

1. Evaluate a pre-school or primary setting for the developmental appropriateness of the daily routine.
2. Evaluate a pre-school or primary setting for the developmental appropriateness of the indoor learning environment.
3. Evaluate a pre-school or primary setting for the developmental appropriateness of the outdoor learning environment.
4. List appropriate adult/child interactions.

Application:

1. Observe and record appropriate adult/child interactions in a care/education setting for young children.

Competency 4.1:

Evaluate the use of a developmentally appropriate curriculum with young children.

Suggested Activities:

1. Using the "15-Point Program Guideline Checklist," observe and evaluate the field experience site for developmental appropriateness in the following areas:

- daily routine
- indoor learning environment
- outdoor learning environment
- adult/child interactions

Share information with class members.

2. View and discuss video on developmentally appropriate practice. Write a paper that identifies appropriate practices observed at field site, and areas of improvement.

References:

Hildebrand, Verna, Introduction To Early Childhood Education, pp. 478-479.

National Association For The Education Of Young Children. Developmentally Appropriate Practice: Birth Through Age 5. Videotape #854.

COURSE: Early Childhood Professions II

Unit 4: Curriculum Development, Content and Implementation

Competency 4.2:

Plan and teach a developmentally appropriate unit study for young children.

Terminal Performance Objective:

Given text, supplemental material, guest speakers, interview information, and field experiences, the learner will plan and teach a developmentally appropriate unit study for young children, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Learner Will:

1. Choose a topic for study.
2. Develop a unit plan for the topic to include goals, objectives, materials, lessons, and evaluations.
3. Develop interest centers to support the topic.
4. Gather materials for the unit study.
5. Evaluate the student outcomes of the unit.

Application:

1. Teach the unit study.

Competency 4.2:

Plan and teach a developmentally appropriate unit study for young children.

Suggested Activities:

1. Read and discuss text information on teaching units and themes.

2. Working in groups, brainstorm themes and/or or units for implementation at field experience site. Select a topic to develop.

3. Break down topic to be developed into planning tasks. Complete Resource File Cover Page.

4. Complete tasks for implementation of theme at field experience site.

5. Develop an evaluation form to be used at the end of the unit.

6. Submit lesson plans, tasks, goals to ECPII teacher and site supervisor for approval.

7. Implement unit.

References:

Hildebrand, Verna, Introduction To Early Childhood Education, pp. 129-167.

Herr, Judy, Creative Resources For The Early Childhood Classroom, pp. Intro-I-Preface I.

Hildebrand, Verna, Introduction To Early Childhood Education, pp. 474-487.

Herr, Judy, Creative Resources For The Early Childhood Classroom.

Mayesky, Mary, Creative Activities For Young Children, pp. 227-561.

Competency 4.2:

Plan and teach a developmentally appropriate unit study for young children.

Suggested Activities:

8. Evaluate unit/theme after implemented. Record ideas for modifications, if necessary, and share information with class.

9. Develop two additional units, following steps 1-8 above.

References:

COURSE: Early Childhood Professions II

Unit 4: Curriculum Development, Content, and Implementation

Competency 4.3:

Plan implementation of major content areas in an early childhood setting.

Terminal Performance Objective:

Given text, supplemental material, guest speakers, interview information, and field experiences, the learner will plan implementation of major content areas in an early childhood setting, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Learner Will:

1. Plan a daily schedule of activities.
2. Develop and implement an interest center in a content area for a chosen topic.
3. Plan a developmentally appropriate, teacher-directed activity for a chosen topic.
4. Utilize multi-cultural and anti-bias themes, literature, and experiences in all curricular areas.

Application:

1. Teach a developmentally appropriate, teacher-directed activity for a chosen topic.

Competency 4.3:

Plan implementation of major content areas in an early childhood setting.

Suggested Activities:

1. Using the theme or unit developed in competency 4.2, complete a daily plan of activities for one day of the unit.

2. Read and discuss the purpose and goals of interest centers.

3. Select an activity to implement for one interest center, and develop it for simulated use with classmates.

4. Incorporate ideas from resource texts on anti-bias and multi-cultural themes for use in a planned interest center activity.

References:

Hildebrand, Verna, Introduction To Early Childhood Education, p. 482.

Hildebrand, Verna, Introduction To Early Childhood Education, pp. 140-167.

Herr, Judy, Creative Resources For The Early Childhood Classroom.

Sparks, L. Derman, Anti-Bias Curriculum: Tools For Empowering Young Children.

Saracho, O.N., Understanding The Multi-Cultural Experience In Early Childhood Education.

COURSE: Early Childhood Professions II

Unit 4: Curriculum Development, Content, and Implementation

Competency 4.4:

Plan ways to adapt the curriculum for special needs children.

Terminal Performance Objective:

Given text, supplemental material, guest speakers, interview information, and field experiences, the learner will plan ways to adapt the curriculum for special needs children, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Learner Will:

1. Recognize signs of a special needs child.
2. Conduct a case study with a special needs child.
3. Plan with the teacher a behavioral plan for a special needs child.
4. Plan with the teacher a curriculum adaptation for a special needs child.
5. Demonstrate appropriate techniques and skills when working with special needs children.

Application:

1. Observe a conference with the parents of a special needs child and record information.

Competency 4.4:

Plan ways to adapt the curriculum for special needs children.

Suggested Activities:

1. Read and discuss reference and text material on recognizing the signs of a special needs child.

2. Observe an infant between 9 and 12 months of age, and list behaviors for each area of development. Using a checklist of expected behaviors/observed behaviors, check for discrepancies. Follow the same procedure for a toddler, a 3-4 year old, and a 5 year old.

3. Interview a mildly or moderately mentally handicapped child's caregiver/teacher to gather information on exact diagnosis and developmental level of the child. Record information.

4. Observe the mildly or moderately mentally handicapped pre-school child in a mainstreamed program or special education setting. Using observation forms, describe the nature of the child's special needs.

References:

Texas Education Agency. Department of Occupational Education and Technology. The Special Child: Instructor's Guide, Student Laboratory Manual.

Draper, Henry E., and Mary W. Draper, Studying Children: Observing and Participating.

Texas Education Agency. Department of Occupational Education and Technology. The Special Child: Student Laboratory Manual, pp. 21-58.

Texas Education Agency. Department of Occupational Education and Technology. The Special Child: Student Laboratory Manual, p. 72.

Texas Education Agency. Department of Occupational Education and Technology. The Special Child: Student Laboratory Manual, pp. 59-74.

213

Competency 4.4:

Plan ways to adapt the curriculum for special needs children.

Suggested Activities:

5. After identifying a child to work with, conducting research, and interviewing a lead teacher on the goals for the child, write a behavioral plan for the child.

6. After identifying a child to work with, conducting research, and interviewing a lead teacher on the goals for the child, write an IEP for the child.

References:

Texas Education Agency. Department of Occupational Education and Technology. The Special Child: Student Laboratory Manual, pp. 99-138.

Texas Education Agency. Department of Occupational Education and Technology. The Special Child: Student Laboratory Manual, pp. 139-164.

211

UNIT 5

FAMILY AND COMMUNITY RELATIONS

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COURSE: Early Childhood Professions II

Unit 5: Family and Community Relations

Competency 5.1:

Evaluate an early childhood education program for multi-cultural and non-sexist themes.

Terminal Performance Objective:

Given text, supplemental material, guest speakers, and field experiences, the learner will evaluate an early childhood education program for multi-cultural and non-sexist themes, achieving 80% mastery on the knowledge test, and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Learner will:

1. Identify the ways a program may be culturally or sexually biased.

Application:

1. Develop a checklist for evaluating literature for cultural or sexual bias.
2. Develop a checklist for evaluating a program for multi-cultural and non-sexist themes.

Competency 5.1:

Evaluate an early childhood education program for multi-cultural and non-sexist themes.

Suggested Activities:

1. Define cultural and sexual bias. Review, identify, and record children's books used at the field experience site for any cultural or sexual bias. Share information with class.

2. Develop a checklist for identifying cultural and/or sexual bias in the field experience program. Observe the program over a period of four weeks and take notes. Evaluate the program on sexual/cultural bias. Share information with class.

References:

Derman-Sparks, L. Anti-Bias Curriculum: Tools For Empowering Young Children.

National Association For The Education of Young Children. Culture and Education of Young Children. Videotape.

COURSE: Early Childhood Professions II

Unit 5: Family and Community Relations

Competency 5.2:

Plan communication strategies to strengthen parent/child care provider relationships.

Terminal Performance Objective:

Given text, supplemental material, guest speakers, and field experiences, the learner will plan communication strategies to strengthen parent/child care provider relationships, achieving 80% mastery on the knowledge test, and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Learner will:

1. List the different ways and means caregivers can communicate with parents to strengthen relationships between them.
2. Discuss the purpose of parent conferences.
3. Describe the components and principles of a parent conference.
4. Plan a parent/guardian progress conference.
5. Explain the purpose of a home visit.
6. Describe the principles and objectives of a home visit.
7. Discuss the purposes of including parents in the classroom.
8. Plan an activity for a classroom volunteer.
9. Describe the ways caregivers can communicate with parents/guardians informally.
10. Explain ways in which early childhood professionals can increase parents'/guardians' knowledge about child development, child development services, and child rearing.

Competency 5.2:

Plan communication strategies to strengthen parent/child care provider relationships.

Application:

1. Interview early childhood teachers and record information on how they involve parents in the child care center or classroom.

Competency 5.2:

Plan communication strategies to strengthen the parent/child care provider relationships.

Suggested Activities:	References:
1. Read and discuss text material on parent/ teacher relationships.	Hildebrand, Verna. Introduction To Early Childhood Education, pp. 507-522.
2. Collect parent newsletters from area child development centers, and evaluate effectiveness using the "newsletter checklist."	Hildebrand, Verna. Introduction To Early Childhood Education, p. 518.
3. Prepare a newsletter to be used with children's parents at field site experience site; include recommended components.	
4. Invite an early childhood educator to discuss the planning of involving parents in the program procedures and components of a parent/teacher conference. Record information.	National Association For The Education of Young Children. Partnerships With Parents. Videotape.
5. Plan a parent conference for one child at the field experience site. Role play conference class with a variety of parent personality types: ally, apathetic, defensive, hostile, participative.	
6. Role play gretting parents and sharing information at beginning of program day and end of program day.	

Competency 5.2:

Plan communication strategies to strengthen the parent/child care provider relationships.

Suggested Activities:

7. List ways a classroom volunteer can actively participate in an early childhood education program. Choose one volunteer activity, gather necessary materials, and implement the plan at the field experience site.

8. Invite a classroom volunteer to discuss his/her role in an early childhood program.

References:

251

COURSE: Early Childhood Professions II

Unit 5: Family and Community Relations

Competency 5.3:

Demonstrate an understanding of the role of the Department of Human Services in child care settings.

Terminal Performance Objective:

Given text, supplemental material, guest speakers, and field experiences, the learner will demonstrate an understanding of the role of the Department of Human Services in child care settings, achieving 80% mastery on the knowledge test.

Enabling Objectives

Cognitive:

The Learner will:

1. Explain the purposes of the Department of Human Services agency.
2. Identify the roles, responsibilities, and duties of the agency to child care centers.
3. Explain the purpose of the Minimum Standards for Day Care Centers Handbook published by DHS.

Competency 5.3:

Demonstrate an understanding of the role of the Department of Human Services in child care settings.

Suggested Activities:

1. Invite a speaker from the Department of Human Services to discuss their purpose and role in early childhood education programs.

2. Review the Minimum Standards For Day Care Centers Handbook, and discuss its purpose and function.

3. Make arrangements to accompany a DHS licensing representative on an on-site visit of a child development center. Take notes on how a licensing inspection is conducted, and record impressions. Share information with class.

References:

Texas Department of Human Services, Minimum Standards For Day Care Care Centers Handbook.

253

COURSE: Early Childhood Professions II

Unit 5: Family and Community Relations

Competency 5.4:

Plan advocacy activities to strengthen developmentally appropriate child care programs in the community.

Terminal Performance Objective:

Given text, supplemental material, resource agencies, and field experiences, the learner will plan advocacy activities to strengthen developmentally appropriate child care programs in the community, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Learner will:

1. Write a publicity release about an early childhood program activity for the local newspaper.
2. Create a public display for use during The Week of The Young Child.
3. Plan a community/parent education program at the child care center on an aspect of child care/education.

Application:

1. Assist a community agency in preparing for a children's advocacy activity or campaign.

Competency 5.4:

Plan advocacy activities to strengthen developmentally appropriate child care programs in the community.

Suggested Activities:

1. Collect news releases and published articles on early childhood education programs, issues, and concepts. Create a bulletin board on advocacy using the articles.

2. Interview an early childhood educator on a program activity. Conduct necessary background research, photograph, or collect needed materials (e.g., artwork) to support article, and write a publicity release for publication.

3. Volunteer to assist in a community or private agency sponsored activity which nurtures children and/or promotes children's advocacy.

References:

Kagan, Sharon, "Early Care and Education: Beyond The Schoolhouse Doors." Annual Editions: Early Childhood Education, 90/91. pp. 25-30.

UNIT 6

SAFETY, HEALTH AND NUTRITION

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COURSE: Early Childhood Professions II

Unit 6: Safety, Health, Nutrition

Competency 6.1:

Apply safety rules and procedures in a child care setting.

Terminal Performance Objective

Given text, supplemental material, and field experiences, the learner will apply safety rules and procedures in a child care setting, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Learner will:

1. Complete American Red Cross training for a CPR certificate.
2. Complete American Red Cross training for a Community Health certificate.
3. Follow fire and safety regulations outlined in Texas Department of Human Services Minimum Standards for Day Care Centers handbook.

Application:

1. Correct potentially dangerous environmental situations.
2. Assist in the supervision of children's indoor and outdoor activities.
3. Implement two or more activities which teach children about safety.

Competency 6.1:

Apply safety rules and procedures in a child care setting.

Suggested Activities:

1. Read and discuss text and reference materials on CPR.

2. Using appropriate size mannequins, practice:

- . adult CPR - one man and two man
- . adult obstructed airway - conscious, conscious to unconscious, found unconscious.
- . infant CPR
- . infant obstructed airway - conscious, conscious to unconscious, found unconscious.

3. Read and record information on American Red Cross Training for a Community Health Certificate.

References:

American Red Cross. Red Cross First Aid Handbook.

American Heart Association. CPR Handbook.

American Red Cross Association.

Competency 6.1:

Apply safety rules and procedures in a child care setting.

Suggested Activities:

4. Identify and simulate basic first aid for the following emergencies:

- . shock
- . bleeding and wounds
- . poisoning
- . burns
- . heat exposure
- . cold exposure
- . fractures
- . specific injuries to eyes, head, nose, ears, chest, abdomen, and genital organs
- . sudden illnesses including fainting, convulsions, and diabetic reactions

References:

American Red Cross Association. Red Cross First Aid Module.

Williams, Catherine, (HOI) Curriculum Guide For Health Occupations I.

259

Competency 6.1:

Apply safety rules and procedures in a child care setting.

Suggested Activities:

5. Read and discuss reference material on planning for fire safety. Conduct a safety tour of the field experience site and report or correct any potentially hazardous situations.

6. Research activities, materials, and literature on safety. Plan a lesson on safety and teach it at the field experience site.

References:

Collins, Ruth, "Planning For Fire Safety." Young Children. July 1977.

Marotz, Lynn, et. al. Health, Safety, and Nutrition For The Young Child, pp. 147-173.

Herr, Judy. Creative Resources For The Early Childhood Classroom, pp. 439-447.

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261

COURSE: Early Childhood Professions II

Unit 6: Safety, Health, Nutrition

Competency 6.2:

Utilize health and nutrition practices in a child care setting.

Terminal Performance Objective

Given text, supplemental material, and field experiences, the learner will utilize health and nutrition practices in a child care setting, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Learner will:

1. Identify special considerations in the nutrition of children.
2. Plan healthy, nutritional snacks and meals for children.
3. Plan two or more activities which teach children about health.

Application:

1. Assist in housekeeping and maintenance at the child care setting.
2. Assist in maintaining a sanitary environment.
3. Assist in screening and monitoring children for illness.
4. Serve two or more healthy, nutritional snacks and meals for children.
5. Implement two or more activities which teach children about health.

Competency 6.2:

Utilize health and nutrition practices in a child care setting.

Suggested Activities:

1. Plan a fruit/vegetable snack for a child who is allergic to citrus fruit and strawberries. Determine if adequate vitamin C is provided by using a nutrient content table. Record information in journal and share with class.

2. Complete a mini-case study on a child who has several decayed teeth by following his dentist's prescription for limiting intake of refined sugar. Plan a day's diet for the child, allowing for at least 200 grams of carbohydrates without any refined sugar.

3. Plan a weekly menu for toddlers which includes morning snack, lunch, and afternoon snack. Implement weekly menu at field experience site. Modify if necessary.

4. Research activities, materials, and literature on health. Plan a lesson on health and teach it at the field experience site.

5. Using the "sanitation evaluation" checklist, follow listed procedures for cleaning, sanitizing, and housekeeping a child development center.

References:

Marotz, Lynn R. Health, Safety, and Nutrition For The Young Child, pp. 464-490.

Marotz, Lynn R. Health, Safety, and Nutrition For The Young Child, pp. 388-413.

Herr, Judy. Creative Resources For The Early Childhood Classroom, pp. 315-322.

Mayesky, Mary. Creative Activities For Young Children, pp. 400-417.

Marotz, Lynn R. Health, Safety, and Nutrition For The Young Child, pp. 414-425.

Competency 6.2:

Utilize health and nutrition practices in a child care setting.

Suggested Activities:

6. Working in pairs, practice taking axillary and oral temperatures. Follow procedures for cleaning the thermometer between each use.

7. Working with a partner, practice observation skills by looking at the person carefully for 30 seconds. Write down eye color, hair color, scars, moles, height, weight, etc.

8. Observe children as they arrive at field experience site. Using an observational tool, identify for health or illness, and verify findings with a staff member.

References:

Marotz, Lynn R. Health, Safety, and Nutrition For The Young Child, pp. 119-145.

Marotz, Lynn R. Health, Safety, and Nutrition For The Young Child, pp. 122-130.

UNIT 7

PROGRAM MANAGEMENT

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COURSE: Early Childhood Professions II

Unit 7: Program Management

Competency 7.1:

Identify the administrative duties of an entry level early childhood professional.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, identify the administrative duties of an entry level early childhood professional, achieving 80% mastery on the knowledge text and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Learner Will:

1. Identify those duties of an entry level early childhood professional at a local child care or educational facility that relate to record keeping and administration.

Application:

1. Practice the administrative duties of an entry level early childhood professional at a child care/educational facility.

Competency 7.1:

Identify the administrative duties of an entry level early childhood professional.

Suggested Activities:

1. After working at the field experience site for three weeks, use a student written or prepared checklist from "Hints For New Student Participators," and self evaluate participation as an entry level early childhood caregiver. Discuss evaluation with site supervisor, pointing out strengths and goals.

2. Complete self-evaluation checklist every three weeks. Discuss progress and goals with site supervisor and ECPII instructor. Record supervisors' suggestions, and practice them.

3. View and discuss film on teaching roles. Differentiate roles at various levels along the professional development continuum.

References:

NAEYC. Model of Early Childhood Professional Development.

Hildebrand, Verna. Introduction To Early Childhood Education, pp. 27-35.

Brigham Young University Press. To Teach Young Children.

COURSE: Early Childhood Professions II

Unit 7: Program Management

Competency 7.2:

Assist with management procedures and policies.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, assist with management procedures and policies, achieving a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Application:

The Learner Will:

1. Follow the standard operating procedures at a child care/education center.
2. Follow the policies at a child care/education center.
3. Assist in the recordkeeping at a child development/education center.

Competency 7.2:

Assist with management procedures and policies.

Suggested Activities:

1. Review the employee handbook section on standard operating procedures and record keeping for the field experience site. Interview site administrator about responsibilities as an entry level early childhood teaching assistant, and record responsibilities and procedures to follow.

2. Write a list of required reports, and collect copies of all forms used at the field experience site. With a partner role play parent/record-keeper activities in completing forms for center management. Include the following forms in the role play:

- .Physical examination reports
- .Parent contact form
- .Daily attendance report
- .Contagious disease exposure form
- .Medical emergency consent
- .Field trip permission
- .Staff time sheets

References:

Lawton, Joseph. Introduction To Child Care and Early Childhood Education, pp. 420-466.

Army Child Development Services. A Handbook For Army Education Program Specialists, "Program Management," pp.32-34.

COURSE: Early Childhood Professions II

Unit 7: Program Management

Competency 7.3:

Demonstrate an understanding of the Texas Department of Human Services Minimum Standards For Day Care Centers handbook.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, demonstrate an understanding of the Texas Department of Human Services Minimum Standards For Day Care Centers handbook, achieving 80% mastery on the knowledge text and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Learner Will:

1. Describe admission regulations.
2. Identify enrollment regulations.
3. Explain requirements for keeping records.
4. Identify requirements for director qualifications, duties, and training.
5. Identify requirements for staff qualifications, duties, and training.
6. Explain requirements for space, furnishings, equipment, and toilet facilities.
7. Describe the requirements for providing activities in a child care setting.
8. Explain discipline regulations.
9. Describe requirements for infant, toddler care.
10. Explain center guidelines for children who need special care.
11. Explain requirements for centers offering night care.
12. Identify water activity regulations.
13. Explain transportation regulations.

Competency 7.3:

Demonstrate an understanding of the Texas Department of Human Services Minimum Standards For Day Care Centers handbook.

Application:

1. Develop a checklist in one area of the Texas Department of Human Services Minimum Standards Day Care Centers and evaluate a local child care center on compliance in the area.

Competency 7.3:

Demonstrate an understanding of the Texas Department of Human Services Minimum Standards For Day Care Centers handbook.

Suggested Activities:

1.Contact the Department of Human Services, Division of Child Care Licensing, and obtain information on child care centers in the area who are free from inspection irregularities. Invite the directors from these centers/ programs to discuss procedures they follow to keep in compliance with DHS standards.

References:

Texas Department of Human Services. Minimum Standards For Day Care Centers Handbook.

APPENDIX

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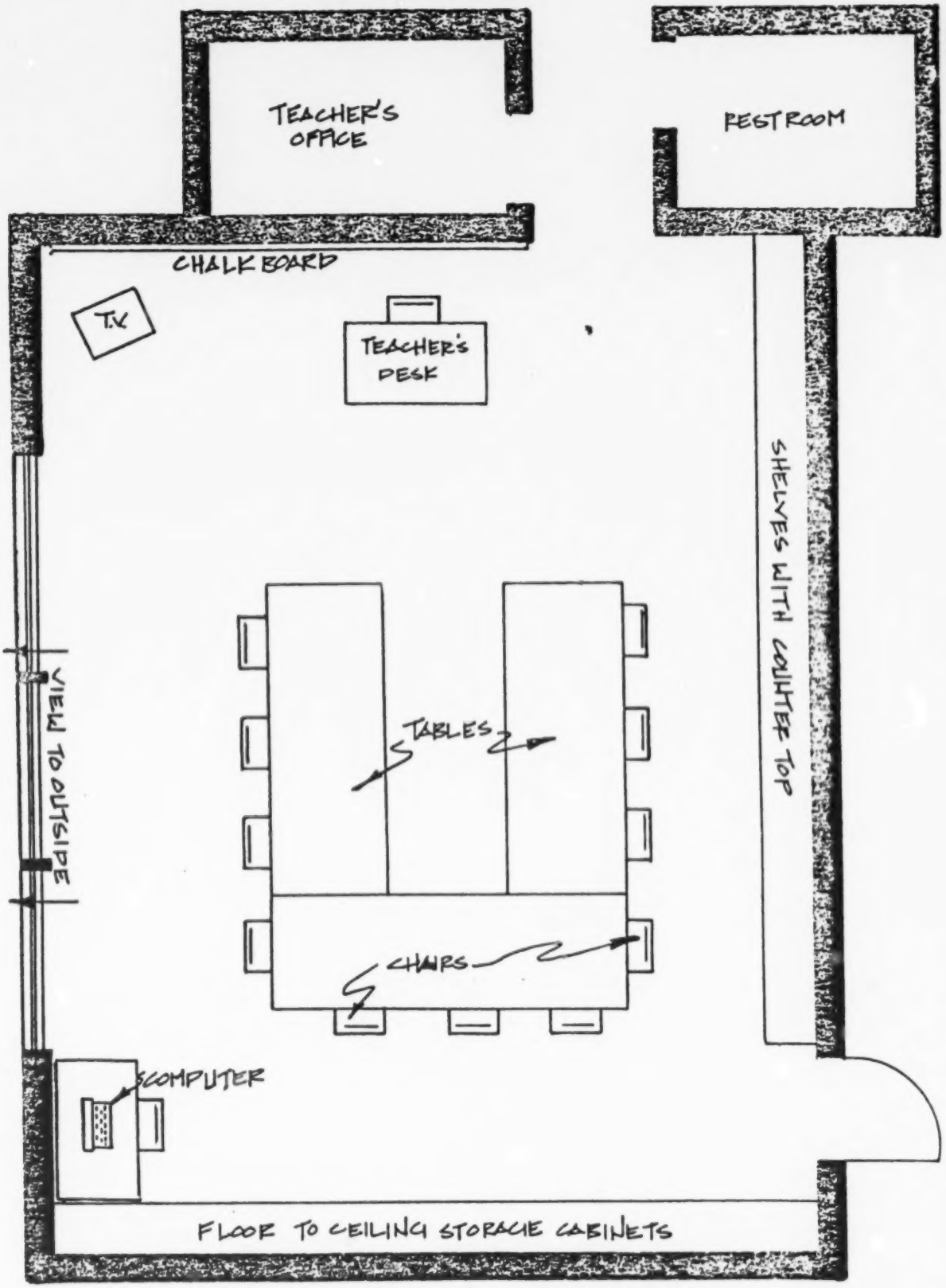
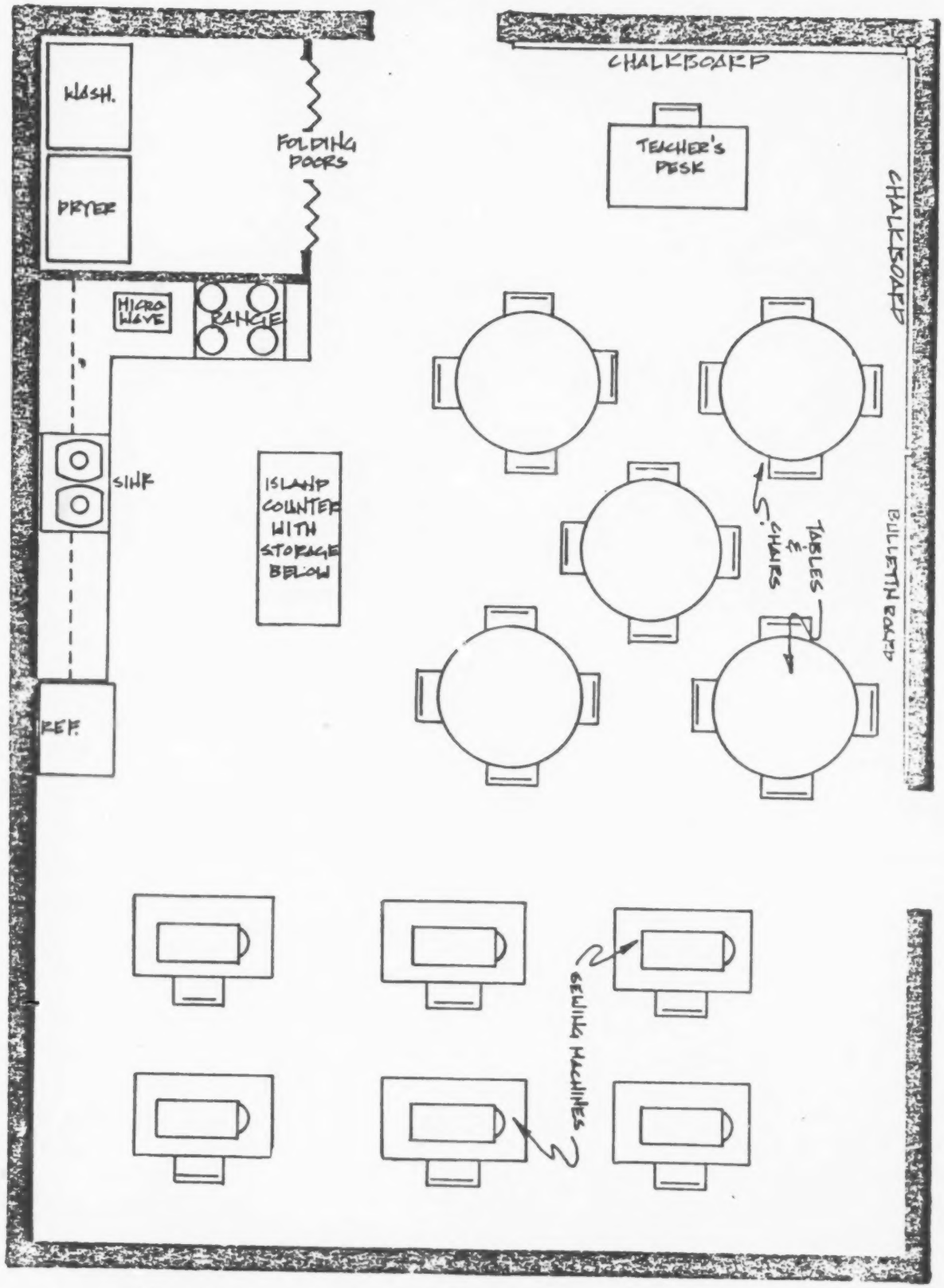
Floor Plans

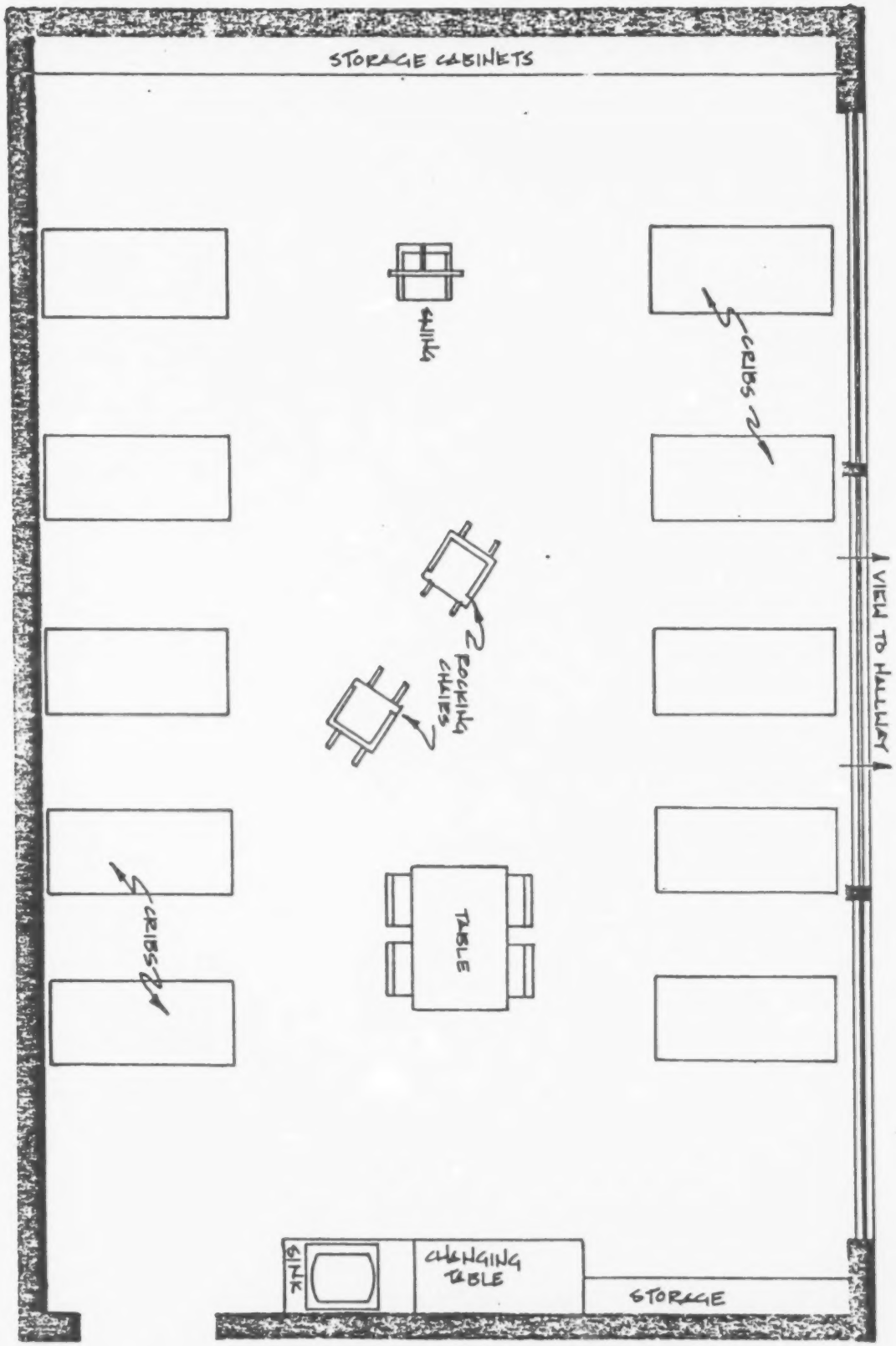


STUDENT CLASSROOM

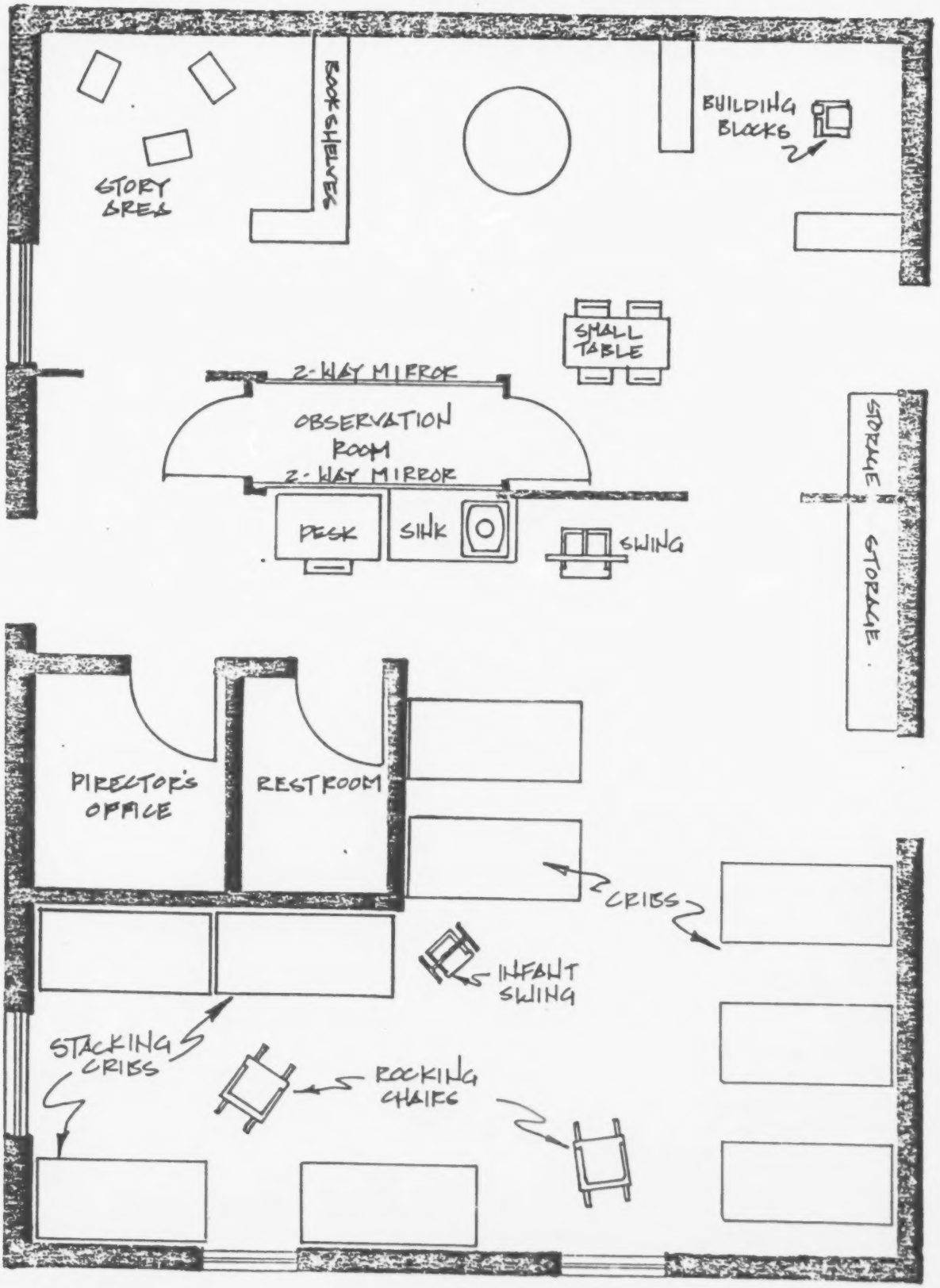


STUDENT CLASSROOM WITH ALL-PURPOSE HOME ECONOMICS LABORATORY

274



INFANT CHILD CARE FACILITY



COMBINATION INFANT & TODDLER CHILD CARE FACILITY

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EARLY CHILDHOOD PROFESSIONS II

STUDENT COMPETENCY PROFILE

DIRECTIONS: Indicate the appropriate number to evaluate the degree of competency on a scale of 1 to 4:

RATING SCALE:

1 - **Clearly Outstanding** The student shows exceptional knowledge and/or performs the task skillfully with no instructional support or supervision.
2 - **Satisfactory** The student shows adequate knowledge or performs the task adequately with limited instructional support or supervision.
3 - **Needs Improvement** The student shows minimal knowledge and/or has difficulty performing the task independently and needs close instructional support or supervision.
4 - **No Exposure or Experience in this Area**

UNIT 1: PROFESSIONALISM

1.1 Practice the characteristics of an early childhood education professional.

Application

	GRADING PERIODS					
	1ST	2ND	3RD	4TH	5TH	6TH
1. Arrive to work on time.						
2. Avoid absenteeism.						
3. Demonstrate sensitivity to others.						
4. Display enthusiasm.						
5. Display sense of humor.						
6. Display empathy.						
7. Display patience.						
8. Display and maintain a positive attitude.						
9. Take initiative in the classroom.						
10. Follow written and oral instructions to complete job tasks.						
11. Demonstrate organizational abilities.						

1.2 Demonstrate the skills needed to locate and obtain employment.

Cognitive

1ST	2ND	3RD	4TH	5TH	6TH

1. Determine type of job wanted; locate sources of job information; record information.
2. Complete personal resume.
3. Complete simulated job application.

Application

1. Complete simulated job interview.
2. Complete simulated follow up procedures.

1.3 Demonstrate a knowledge of early childhood professional organizations.

Cognitive

1. Explain the philosophy, objectives and goals of the National Association for the Education of Young Children (NAEYC).
2. Explain the purpose and goals of the National Academy of Early Child Programs.
3. Explain the purpose and goals of local NAEYC chapters.
4. Describe the goals and objectives of the Southern Association of Children Under Six (SACUS).
5. Describe the goals and objectives of The Children's Defense Fund.

1.4 Identify current issues and legislation relating to early childhood care and education.

Cognitive

1. Identify and describe current laws which affect early childhood care and education.
2. Explain current early childhood care and education issues.

2.1 Describe major child development theories.

Cognitive

1ST	2ND	3RD	4TH	5TH	6TH

1. Compare and contrast naturist and nuturist theories of development.
2. Define the interactionist theory of development and learning
3. Explain the psychoanalytic theory of development and learning
4. Identify major child development theorists and their contributions to the field of early childhood education.
5. Evaluate the major learning theories when planning developmentally appropriate learning experiences for children.
6. Identify the components and age-related stages of Jean Piaget's developmental learning theory.

2.2 Practice behaviors which promote healthy development in children.

1. Respond quickly and with tenderness to infants' cries or calls of distress.
2. Interact with a baby in a way which is sensitive to infant's level of tolerance for physical movement, louder sounds, and other changes.
3. Frequently talk with, sing to, and read to infants.
4. Respond consistently to infants' needs for food and comfort.
5. Show acceptance of infants' and toddlers' individual feeding and sleeping schedules.
6. Praise children's accomplishments.
7. Model types of interactions with others for children to emulate.
8. Display a healthy, accepting attitude about the child's body and functions while changing and diapering a baby or teaching a child to use the toilet.
9. Display a positive, cheerful attitude while feeding a baby.
10. Exhibit acceptance of children's developing preference for familiar objects, foods, and people.

1ST	2ND	3RD	4TH	5TH	6TH

11. Provide opportunities for 3 year olds to demonstrate and practice newly developed self help skills.
12. Interact with children in a way which fosters self esteem and a positive feeling toward learning.
13. Provide opportunities to extend children's language and musical abilities.
14. Provide opportunities for children to develop fine motor skills.

2.3 Plan age appropriate learning environments for children.

Application

1. Plan a play activity which promotes positive social and emotional development.
2. Plan a developmentally appropriate interest center activity.
3. Plan a developmentally appropriate learning station activity.
4. Plan a play yard for a specific age group which promotes healthy development.

2.4 Explain interventions to use when working with special needs children.

Cognitive

1. Explain how to adapt the environment of the child with impaired vision.
2. Explain how to adapt the environment for the child with gross motor impairment.
3. Explain interventions for the hearing impaired.

3.1 Practice components of effective communication with children.

Cognitive

1. Respond quickly and directly to children.
2. Plan individual and small group activities that provide varied opportunities for children to learn communications skills.
3. Listen attentively to individual children.
4. Encourage children to use communications skills to resolve conflict.

1ST	2ND	3RD	4TH	5TH	6TH

3.2a Identify major guidance approaches in early childhood education.

Cognitive

1. Identify the major theories that have shaped guidance approaches with young children.
2. Evaluate the use of modeling in guiding children.
3. Evaluate the use of behavior modification in guiding children.
4. Evaluate the use of cognitive approaches in guiding children.
5. Evaluate the use of psychoanalytic approaches in guiding children.
6. Compare and contrast discipline and punishment.
7. Compare and contrast praise and encouragement.
8. Compare and contrast time-out and re-direction.

3.2b Practice guidance approaches when working with children.

Cognitive

1. Observe and evaluate guidance approaches used with children in a care/education setting.

1ST	2ND	3RD	4TH	5TH	6TH

2. Describe the stages involved in children's understanding of rules.
3. Show respect towards each individual child.

Application

1. Use a variety of age-appropriate positive guidance approaches to promote self control, independence and high self esteem.
2. Communicate to children ways to recognize, accept, and communicate their feelings.
3. Use a variety of activities that promote smooth transitions from one activity to another.
4. Conduct activities in a positive, relaxed manner to reduce tension and stress.
5. Model consistent behaviors to promote trust with children.
6. Plan ways to assist children in their adjustment to child care.

3.3 Practice teacher behaviors which facilitate learning activities.

Application

1. Observe program activities and record suggestions for changes.
2. Assist classroom teacher in writing a weekly plan.
3. Practice encouragement, re-directing, and modeling with children in a care/education setting.
4. Exhibit consistency when setting and maintaining limits.
5. Closely supervise children during a variety of activities.
6. Demonstrate "withitness" when supervising children during activities.
7. Conduct activities in a positive, relaxed manner.
8. Ask open-ended questions to stimulate thinking and learning.
9. Invite children to take the initiative in generating ideas and problem solving.

3.4 Practice guidance approaches when working with children with persistent social and/or emotional problems.

1ST	2ND	3RD	4TH	5TH	6TH

Application

1. Observe and record the behaviors of a child who is displaying persistent social and/or emotional problems.
2. Observe and record the behaviors of a teacher and parent developing a guidance plan for an individual child.
3. Practice guidance approaches in the child's individual plan when working with that child.

UNIT 4: CURRICULUM DEVELOPMENT, CONTENT, AND IMPLEMENTATION

4.1 Evaluate the use of a developmentally appropriate curriculum with young children.

Cognitive

1. Evaluate a pre-school or primary setting for the developmental appropriateness of the daily routine.
2. Evaluate a pre-school or primary setting for the developmental appropriateness of the indoor learning environment.
3. Evaluate a pre-school or primary setting for the developmental appropriateness of the outdoor learning environment.
4. List appropriate adult/child interactions.

Application

1. Observe and record appropriate adult/child interactions in a care/education setting for young children.

4.2 Plan and teach a developmentally appropriate unit study for young children.

Cognitive

1. Choose a topic for study.
2. Develop a unit plan for the topic to include goals, objectives, materials, lessons, and evaluations.
3. Develop interest centers to support the topic.
4. Gather materials for the unit study.
5. Evaluate the student outcomes of the unit.

Application

1. Teach the unit study.

4.3 Plan implementation of major content areas in an early childhood setting.

Cognitive

1. Plan a daily schedule of activities.
2. Develop and implement an interest center in a content area for a chosen topic.
3. Plan a developmentally appropriate, teacher-directed activity for a chosen topic.
4. Utilize multi-cultural and anti-bias themes, literature and experiences in all curricular areas.

Application

1. Teach a developmentally appropriate, teacher activity for a chosen topic.

4.4 Plan ways to adapt the curriculum for special needs children.

Cognitive

1. Recognize signs of a special needs child.
2. Conduct a case study with a special needs child.
3. Plan with the teacher a behavioral plan for a special needs child.
4. Plan with the teacher a curriculum adaptation for a special needs child.
5. Demonstrate appropriate techniques and skills when working with special needs children.

Application

1. Observe a conference with the parents of a special needs child and record information.

UNIT 5: FAMILY AND COMMUNITY RELATIONS

5.1 Evaluate an early childhood education program for multi-cultural and non-sexist themes.

Cognitive

1. Identify the ways a program may be culturally or sexually biased.

Application

1. Develop a checklist for evaluating literature for cultural or sexual bias.
2. Develop a checklist for evaluating a program for multi-cultural and non-sexist themes.

5.2 Plan communication strategies to strengthen parent/child care provider relationships.

1ST	2ND	3RD	4TH	5TH	6TH

Cognitive

1. List the different ways and means caregivers can communicate with parents to strengthen relationships between them.
2. Discuss the purpose of parent conferences.
3. Describe the components and principles of a parent conference.
4. Plan a parent/guardian progress conference.
5. Explain the purpose of a home visit.
6. Describe the principles and objectives of a home visit.
7. Discuss the purposes of including parents in the classroom.
8. Plan an activity for a classroom volunteer.
9. Describe the ways caregivers can communicate with parents/guardians informally.
10. Explain ways in which early childhood professionals can increase parents'/guardians' knowledge about child development, child development services, and child rearing.

Application

1. Interview early childhood teachers and record information on how they involve parents in the child care center or classroom.

5.3 Demonstrate an understanding of the role the Department of Human Services in child care settings.

Cognitive

1. Explain the purposes of the Department of Human Services agency.
2. Identify the roles, responsibilities, and duties of the agency to child care centers.

3. Explain the purpose of the Minimum Standards for Day Care Centers handbook published by DHS.

5.4 Plan advocacy activities to strengthen developmentally appropriate child care programs in the community.

Cognitive

1. Write a publicity release about an early childhood program activity for the local newspaper.
2. Create a public display for use during The Week of the Young Child.
3. Plan a community/parent education program at the child care center on an aspect of child care/education.

Application

1. Assist a community agency in preparing for a children's advocacy activity or campaign.

UNIT 6: SAFETY, HEALTH, NUTRITION

6.1 Apply safety rules and procedures in a child care setting.

Cognitive

1. Complete American Red Cross training for a CPR certificate.
2. Complete American Red Cross training for a Community Health certificate.
3. Follow fire and safety regulations outlined in Texas Department of Human Services Minimum Standards for Day Care Centers handbook.

1ST	2ND	3RD	4TH	5TH	6TH

Application

1. Correct potentially dangerous environmental situations.
2. Assist in the supervision of children's indoor and outdoor activities.
3. Implement two or more activities which teach children about safety.

6.2 Utilize health and nutrition practices in a child care setting.

Cognitive

1. Identify special considerations in the nutrition of children.
2. Plan healthy, nutritional snacks and meals for children.
3. Plan two or more activities which teach children about health.

Application

1. Assist in housekeeping and maintenance at the child care setting.
2. Assist in maintaining a sanitary environment.
3. Assist in screening and monitoring children for illness.
4. Serve tow or more healthy, nutritional snacks and meals for children.
5. Implement two or more activities which teach children about health.

UNIT 7: PROGRAM MANAGEMENT

7.1 Identify the administrative duties of an entry level early childhood professional.

1ST	2ND	3RD	4TH	5TH	6TH

Cognitive

1. Identify those duties of an entry level early childhood professional at a local child care or education facility that relate to record keeping and administration.

Application

1. Practice the administrative duties of an entry early childhood professional at a child care/educational facility.

7.2 Assist with management procedures and policies.

Application

1. Follow the standard operating procedures at a child care/ education center.
2. Follow the policies at a child care/education center.
3. Assist in the record keeping at a child development/education center.

7.3 Demonstrate an understanding of the Texas Department of Human Services <u>Minimum Standards For Day Care Centers</u> handbook.

Cognitive

1. Describe admission regulations.
2. Identify enrollment regulations.
3. Explain requirements for keeping records.
4. Identify requirements for director qualifications, duties, and training.

	1ST	2ND	3RD	4TH	5TH	6TH
5. Identify requirements for staff qualifications, duties, and training.						
6. Explain requirements for space, furnishings, equipment, and toilet facilities.						
7. Describe the requirements for providing activities in a child care setting.						
8. Explain discipline regulations.						
9. Describe requirements for infant, toddler care.						
10. Explain center guidelines for children who need special care.						
11. Explain requirements for centers offering night care.						
12. Identify water activity regulations.						
13. Explain transportation regulations.						

Application

1. Develop a checklist in one area of the Texas Department of Human Services Minimum Standards For Day Care Centers and evaluate a local child care center on compliance in the area.						

STUDENT EVALUATION
EARLY CHILDHOOD PROFESSIONS II

The following statements apply to the Early Childhood Professions I course. Please indicate your agreement or disagreement by checking the appropriate box. The following scale will be used:

1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree
☐	☐	☐	☐

	1	2	3	4
1. The course presented an overview of early childhood professional preparation.	☐	☐	☐	☐
2. The content of the course enabled me to meet the competencies.	☐	☐	☐	☐
3. The course was well organized.	☐	☐	☐	☐
4. The required activities helped me to learn.	☐	☐	☐	☐
5. I was able to complete the required activities.	☐	☐	☐	☐
6. The field experiences allowed me to meet the course objectives.	☐	☐	☐	☐
7. The field experiences demonstrated quality child care as defined by NAEYC.	☐	☐	☐	☐
8. Transportation to field experiences was not a problem.	☐	☐	☐	☐
9. This course allowed adequate time to cover the material.	☐	☐	☐	☐
10. The required activities helped me to learn.	☐	☐	☐	☐
11. The course was what I expected.	☐	☐	☐	☐
12. I would recommend this course to a friend.	☐	☐	☐	☐

Comments:

Things I liked best about the course.

Things I liked least about the course.

PARENT EVALUATION
OF
EARLY CHILDHOOD PROFESSIONS II

The following statements apply to the Early Childhood Professions I course. We value your opinions as a parent. Please take a few minutes to answer these questions by checking the appropriate box.

The scale is: 1 Strongly Agree ☐ 2 Agree ☐ 3 Disagree ☐ 4 Strongly Disagree ☐

		1	2	3	4
1.	The course provided my child with job skills.	☐	☐	☐	☐
2.	The course was well organized.	☐	☐	☐	☐
3.	My child was able to complete the required activities.	☐	☐	☐	☐
4.	Transportation to field experiences was not a problem.	☐	☐	☐	☐
5.	The textbook and materials were appropriate for the course.	☐	☐	☐	☐
6.	I would recommend this course to my best friend's child.	☐	☐	☐	☐

Comments:

Things I liked best about the course.

Things I liked least about the course.

REFERENCES

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313

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